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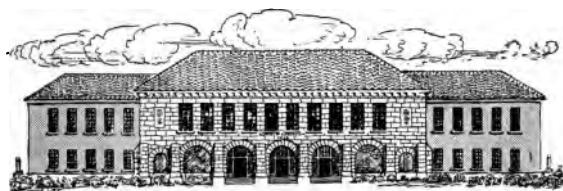
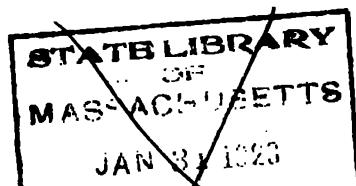
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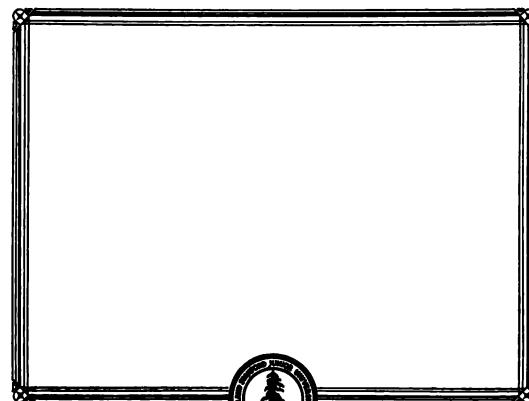
Department of Public Instruction,

CITY OF CHICAGO,

1885.



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# Department of Public Instruction,

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## ELEVENTH ANNUAL REPORT

OF THE

## BOARD OF EDUCATION,

SCHOOL OF EDUCATION  
RECEIVED

OCT 2 1935

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STANFORD UNIVERSITY

JANUARY 1, 1864, TO AUGUST 31, 1865.

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CHICAGO:

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1865.

Teachers College Library

## CITY OF CHICAGO.

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At a Meeting of the Board of Education, October 31, 1865,  
it was

*Ordered*, That five thousand copies of the Annual Reports and  
the Rules of the Board be printed for distribution.

J. L. PICKARD, *Secretary*.

## BOARD OF EDUCATION.

*OFFICE, No. 76 LA SALLE STREET, OPPOSITE COURT HOUSE.*

*C. N. HOLDEN, President, J. H. FOSTER, Vice President.*

**JOSEPH BONFIELD,**  
No. 5 Portland Block.

**D. S. WENTWORTH,**  
No. 120 North Carpenter Street.

**HENRY T. STEELE,**  
No. 80 Dearborn Street.

**S. S. HAYES,**  
No. 21 La Salle Street.

**E. BLACKMAN,**  
Room 12 Magie's Block.

**M. W. LEAVITT,**  
No. 92 Washington Street.

**CHARLES N. HOLDEN,**  
No. 128 Lake Street.

**R. M. GUILFORD,**  
No. 20 South Water Street.

**JOHN H. FOSTER,**  
No. 76 La Salle Street.

**W. H. RYDER,**  
Corner Wabash Avenue and Van Buren Street.

**L. BRENTANO,**  
No. 55 La Salle Street.

**GEORGE C. CLARKE,**  
Room 15 Chamber of Commerce.

**DAVID WALSH,**  
Corner Jefferson and Mitchell Streets.

**H. FELSENTHAL,**  
No. 200 Milwaukee Avenue.

**A. W. TINKHAM,**  
Office Board of Public Works.

**J. F. BALLANTYNE,**  
Tribune Office.

## SUPERINTENDENT OF PUBLIC SCHOOLS,

**J. L. PICKARD,**  
Office, No. 76 La Salle Street, opposite the Court House.

### OFFICE HOURS:

From February 1 to November 1, 5 to 6 P. M. From November 1 to February 1, 4 to 5 P. M.

## STANDING COMMITTEES.

### *Committee on Buildings and Grounds.*

MR. BLACKMAN,  
Mr. Ryder, Mr. Hayes.

### *Committee on Text Books and Course of Instruction.*

MR. STEELE,  
Mr. Guilford, Mr. Brentano.

### *Committee on Rules and Regulations.*

MR. LEAVITT,  
Mr. Bonfield, Mr. Steele.

### *Committee on Apparatus and Furniture.*

MR. GUILFORD,  
Mr. Tinkham, Mr. Felsenenthal.

### *Committee on Examination of Teachers.*

MR. FOSTER,  
Mr. Hayes, Mr. Clarke,  
and Superintendent.

### *Committee on Appointment of Teachers.*

THE PRESIDENT,  
Mr. Foster, Mr. Ryder.

### *Committee on Janitors and Supplies.*

MR. TINKHAM,  
Mr. Walsh, Mr. Leavitt.

### *Committee on Medals and Rewards.*

MR. BRENTANO,  
Mr. Felsenenthal, Mr. Wentworth.

### *Committee on Auditing and Finance.*

MR. BLACKMAN,  
Mr. Walsh, Mr. Leavitt.

### *Committee on High School.*

MR. CLARKE.  
Mr. Ballantyne, Mr. Blackman.

## COMMITTEES ON DISTRICT SCHOOLS.

*Dearborn School—GUILFORD.*

*Jones School—LEAVITT.*

*Scammon School—BALLANTYNE.*

*Kinsle School—BRENTANO.*

*Franklin School—TINKHAM.*

*Washington School—FELSENTHAL.*

*Moseley School—STEELE.*

*Brown School—HAYES.*

*Holstein School—BALLANTYNE.*

*Foster School—WALSH.*

*Ogden School—FOSTER.*

*Newberry School—BLACKMAN.*

*Wells School—WENTWORTH.*

*Skinner School—CLARKE.*

*Haven School—RYDER.*

*South Chicago School—STEELE.*

*Bridgeport School—BONFIELD.*

## REPORT OF THE PRESIDENT.

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*To the Board of Education of the City of Chicago :*

GENTLEMEN: At the close of each school year a report of the progress, position and wants of our schools, is alike due to our constituents and the cause of education.

The able report of our Superintendent will give you in detail with carefully compiled statistics, the present condition of our schools, with such suggestions as his experience and good judgment have dictated. I need not call your attention especially to it, as none will fail to study it with care, and I hope that each parent and guardian in the city will give it a careful perusal. During the past year our schools have made good progress—our last examinations gave evidence of great industry and attention on the part of the pupils, and of that constant and determined labor by our teachers, which alone secures success. Our system of noting every delinquency in the scholar—the careful manner of examinations, affording all an equal chance to excel and allowing *none* to stand high without real merit, seems to nerve each pupil with a determination to reach such standard, and the result shows the wisdom of the system.

*Teachers College Library*

As our teachers rise or fall principally upon the standard of their respective schools as compared with every other school in the city of the same grade, marked by the same rules and subjected to the same examination, they are sure to leave no proper means untried, that their rooms may head the list of averages.

During the past year nearly every school building has been overcrowded—many rooms with seats for 60 have had from 70 to 120 pupils in attendance—many sitting upon the floor and platforms—others standing and sitting by turns, making it impossible for teachers in such rooms to do justice, either to the pupils or to themselves.

The Board has during the past two years rented all the rooms and "Mission School" buildings to be had in many Districts. We still are crowded for room to such an extent that many rooms have nearly double the number that can be accommodated, and I have no doubt, that thousands of children remain at home for want of accommodation—such ought not to be the case. For the past two years no new school buildings have been erected, for want of funds, as it required all of our funds to pay our teachers and current expenses, and our teachers were poorly paid, and with the utmost economy we have an accumulated debt of over \$30,000. By an amendment to our city charter, a larger tax is allowed for school purposes, and the Common Council is permitted to borrow \$25,000 per annum for the purchase of lots and erection of buildings, but this is not adequate—we ought to have \$100,000

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expended this year, in school lots and new buildings, and as much more, each year, for one or more years to come, if we intend to afford each boy and girl in our city the opportunity to obtain a fair education.

It is now generally conceded that our form of government is the best known, and it is as generally conceded, that the more *generally* and *thoroughly* the people are educated, the *stronger* the Government, and the more happy and prosperous the people. This conceded, we should see to it, that no *cost* or *labor* is spared to induce *all* to become educated, and to do so we must have room enough, and the school room should be made so inviting that no prejudice can be strong enough to keep children from school.

We have school property paid for by tax, valued at about \$800,000, and while the city has borrowed money for many public purposes, it has never borrowed for school purposes. I see no good reason why those of to-day should be over-taxed to purchase lots that are to double and treble in value, and to erect permanent buildings, to be used for the next 20 to 50 years, while those who come after us, more able to bear the burden than we of to-day, are to enjoy them without cost. The last Legislature allowed us to borrow \$25,000 per annum for 4 years. It should have been \$75,000 or \$100,000 and then no more than justice would have been done to the youth of our city and ourselves, and no injustice to those who will be called upon to pay the amount so borrowed.

I commend this important subject to your careful consideration, and if it meets your approval, I hope you will take such measures as will bring it to the attention of our Common Council, and the public, and that such results may be reached as that the children of our rapidly increasing population may have a good education, and not be forced to gain one in our streets, for want of school room. Such will be the case, if the remedy is not soon found, with increased means, to afford facilities commensurate with our rapid growth as a city. I would also call your attention to the fact that the Dearborn and Jones schools are situated on *noisy business* streets, upon lots of great value for business purposes—the buildings are old and not of modern styles—the property would probably sell for about \$125,000, which if expended in a lot and building in the vicinity of Jackson or Van Buren Streets, between State and Clark Streets, would afford room for more pupils than are now in both, and in a much better and more inviting place. So also with the Scammon School, the third school building erected in our city, on West Madison Street; this lot could be sold to good advantage, and a new one purchased on Monroe Street, or on some cross street between Madison and Randolph Streets, where a large building is much needed.

A building is very much needed south and west of the Foster School, of the largest size, and must be had, or the children remain neglected; also, the same is wanted in the Fifth Ward, near the Archer road, west of Clark street; also, near Bridgeport a good

building is very much needed. A good lot should also be secured on Fulton or Hubbard street, east of Reuben street. So, also, one is wanted north of the Franklin, while the Franklin, Kinzie and Washington buildings should be rebuilt and enlarged, to meet the wants of these overcrowded schools.

The \$25,000 of School Bonds, at our disposal for new buildings the present year, have been prepared and put upon the market. With this fund in hand, a new building has been ordered, and is now being erected, to be known as the "Wells School," to the relief of No. Twelve. This building is upon a large lot purchased some years ago, and will cost, when complete, not far from \$40,000. This will very much reduce the size of any house to be built from the fund for next year, probably preventing any such erection, unless the contract should extend over, so as to use the \$25,000 of the year following.

During the past vacation, the school buildings have been thoroughly repaired, many of them repainted, and put in as good order as circumstances would permit, involving quite an expenditure, and a great amount and variety of care and labor. This has been performed under the immediate supervision of Mr. James Ward, our efficient and ever watchful "Building and Supply Agent," to whose activity and fidelity, with his good judgment and economy, we, and the public, are indebted for the order, cleanliness and comfort of our school property, and the economy with which it is kept in order.

Our schools have opened for the new year, with greatly increased numbers, showing that all classes look to them with favor for facilities for education, and our large corps of faithful teachers, although most of them are overcrowded with work, have entered upon their labors with new zeal and renewed energy, and their pleasant, cordial greeting of scholars and friends at school, gives good evidence that they fully appreciate the action of the Board in their behalf, and I have no fears that we shall not receive their best efforts to promote the efficiency and high standing of our schools.

The present members of the Board have entered upon their duties with a commendable zeal, and the personal attention which each member seems disposed to give to the schools, and the thorough acquaintance each is gaining, give good assurance that our schools will not suffer for want of that supervision which has not always been given to them by members of the Board.

C. N. HOLDEN,  
*President.*

NOTE.—Since the preparation of the above, we have been called upon to record, with sorrow and regret, the death of our co-laborer and friend, **FLAVEL MOSELEY**, who died on the 29th day of September, 1865, in Williamsburg, L. I.

Mr. MOSELEY was among the very first to take in hand the organization of our Public Schools, and from the first opening until his death, ever took a lively interest in them, and gave much time and labor to bring them up to their present high standard. A self-educated man, and for many years a teacher, he did not forget the cause of education while engaging in his mercantile pursuits, but kept himself fully informed of the

improvements and progress of the age, and gave to our city the benefit of his experience and good judgment. To FLAVEL MOSELEY, more than to any other man, are we indebted for the present high standing of our schools. Believing that all classes should be educated, he at an early day made provision, by a liberal donation from his own funds, to furnish the poor children of the city with books.

And I assure you that it affords me pleasure, while thus speaking of his fidelity to our schools, to add that I am informed that by his last will, not yet offered for probate, he has left \$10,000 of his wealth to assist the poor children of our city to obtain an education which shall prepare them for usefulness and to become good citizens of our now peaceful and free country.

## REPORT OF THE SUPERINTENDENT.

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*To the Board of Education of the City of Chicago:*

GENTLEMEN: The change of time for making the Annual Report, adopted since the publication of the report for 1863, makes it necessary to bring under review the work of more than eighteen months—from January 1st, 1864, to July 14th, 1865. These months have been full of the excitements incident to the closing scenes of the Rebellion and to the return of peace. In the midst of excitement, the schools under your charge seem to have advanced steadily, and are winning the increased confidence and support of the people. It was my good fortune to enter into the labors of one who had devoted many years to the perfection of your excellent school system, and it has been my pleasure to carry forward, so far as lay in my power, the plans he had matured. The whole work of gradation of the schools, the most difficult of all work, has been so well done that it needs but very slight alteration, if any alteration at all. The labors of the past year have been very pleasant to me, for they have been lightened by the hearty co-operation of the teachers, who have been ready to adopt any suggestions that I have considered for the good of the schools.

To their counsel and forbearance, I am also much indebted.

For convenience of comparison, I have used in some instances only the statistics of the year ending July 14th, 1865.

SUMMARY OF STATISTICS.

Number of School Districts,	- - - -	17
Whole number of Teachers at date of last report,	- - - - -	212
Whole number at close of this school year,	- -	240
Increase during eighteen months,	- - -	28

	MALES.	FEMALES.
High School Teachers, - - -	7	3
Grammar School Teachers, -	16	57
Primary School Teachers,- - -	0	157 . 240

*Whole Number Enrolled.*—The whole number of different pupils enrolled during 1864-5, was 29,080.

The school census of the city, as taken in October, 1864, was 38,810. So that of those entitled to school privileges at the public expense, only 76½ per cent. have been enrolled for even a short time.

In private and parochial schools there have been, during the same time, about 7,660 in attendance. Allowing for this enrollment, we still have left in the city over 2,000 of school age who have not attended, for a single day, either a public or a private school. Many of these are doubtless physically unfitted for attendance upon school, others are engaged in the school of the mechanic or of the merchant; but it can

not be denied that very many who should be in school are in the streets, learning lessons of crime, which will entail a heavy burden upon the tax-payers of the city.

The great disproportion between the number enrolled and the number actually found in schools, may be seen by referring to the

*Average Enrollment.*—The average number of pupils belonging to all the schools for 18 months, ending July 14, 1865, was 12,688. An increase of 1,868, or 14 $\frac{1}{2}$  per cent., above the average enrollment of 1863.

The following table will show the growth of the schools during the last ten years :

Average number belonging, 1855,	-	2,154
" " "	1856,	- 3,688
" " "	1857,	- 4,464
" " "	1858,	- 5,516
" " "	1859,	- 6,649
" " "	1860,	- 7,582
" " "	1861,	- 8,217
" " "	1862,	- 8,962
" " "	1863,	- 10,820
" " "	1864-5,	- 12,688

During the session of the last Legislature, an act was passed authorizing the City of Chicago to exclude from the public schools all persons under six years of age. About the first of March, instructions were issued to the several Principals to receive no more pupils under six years of age, but to retain all then in the schools until they should forfeit their seats by absence. The average number belonging is doubtless less than

it would have been but for this amendment to the City Charter.

Comparing the average number belonging, with the whole number enrolled, we find it is a trifle less than 44 per cent.

In 1860 it was	-	-	-	46 per cent.
" 1861 "	-	-	-	50 "
" 1862 "	-	-	-	51 "
" 1863 "	-	-	-	50 "

This is by no means a favorable exhibit, but the fact that the city has such limited accommodations for school children will, perhaps, account for it. I can not believe that teachers have ever been more faithful or their efforts more wisely intended, than during the past eighteen months.

The demand for the services of children at home, during the absence of fathers or elder brothers in the army, has doubtless shortened the time of attendance of many, and has thus reduced somewhat the percentage.

*Membership.*—The number of pupils that belonged to the Schools from September 1st, 1864, to July 14th, 1865, without at any time losing their membership, was 2,724.

In 1860, the number was	-	-	-	1,663
" 1861, "	"	"	-	1,988
" 1862, "	"	"	-	2,093
" 1863, "	"	"	-	2,065
" 1864-5, "	"	"	-	2,724

The number that belonged to the schools, less than three months, was 6,955.

*Average Daily Attendance.*—The average daily attendance upon the schools of the city, from January 1st, 1864, to July 14th, 1865, was 12,268—an increase of nearly 22 per cent. over the average attendance of 1863. The increased enrollment is but 14 per cent. greater. This shows commendable and successful efforts upon the part of teachers, in securing regular attendance. By recurring to the statements made under the head of Average Number Belonging, and upon comparing the Average Daily Attendance with the actual Number Enrolled, the result will not be as discouraging as might be inferred from the statements referred to.

In 1863, the Average Daily Attendance was 92.4 per cent. of the Average Enrollment. In 1864-5, it was about 90.8 per cent. The unusual excitements of the Spring months made the attendance quite irregular, and the crowded condition of the schools has had much to do with diminishing the daily attendance.

*Tardiness.*—Through the well directed efforts of teachers, the relative number of tardinesses has been slightly decreased. For 1863 there were 57,581 tardinesses, for an average enrollment of 10,820 or nearly 5 $\frac{1}{2}$  to each pupil, while in the year ending July 14th, 1865, with an average enrollment of 13,210, the number of tardinesses was 67,021—a trifle over 5 to each pupil.

*Pupils not Absent nor Tardy.*—The number of pupils who were neither absent nor tardy, during the year ending July 14th, 1865, was

District Schools, boys, 36; girls, 35, - - 71

High School, boys, 13; girls, 15, - - - 28

Their names are given in the appendix.

*Pupils not Absent a single half day:*

District Schools, boys, 51; girls, 42, - - - 93

High School, boys, 14; girls, 20, - - - 34

Their names are given in the appendix.

*Punctuality.*—The following table will show the per cent. of attendance upon the average number belonging to the several schools for the last three years:

TABLE OF PERCENTAGE.

SCHOOLS.	1862.			1863.			1864-5.		
	Grammar Dep't.	Primary Dep't.	Whole School.	Grammar Dep't.	Primary Dep't.	Whole School.	Grammar Dep't.	Primary Dep't.	Whole School.
Dearborn .....	95.	91.6	92.9	94.1	91.6	92.3	92.8	90.3	90.8
Jones .....	94.6	93.3	93.6	94.7	93.3	93.7	93.8	91.7	92.1
Scammon .....	94.4	90.1	91.4	93.4	90.8	91.4	95.5	90.5	91.8
Kinzie .....	95.8	95.2	95.4	94.8	94.2	94.4	92.6	90.5	90.9
Franklin .....	95.2	94.	94.3	95.3	94.2	94.4	95.6	93.8	94.1
Washington .....	94.6	91.6	92.2	93.9	91.6	92.2	92.4	89.	89.5
Moseley .....	95.1	92.5	93.4	97.	95.1	95.8	94.6	92.8	93.7
Brown .....	94.5	91.6	92.7	94.1	91.8	92.6	93.8	91.3	92.1
Foster .....	95.5	93.	93.6	95.	92.6	93.	92.9	89.9	90.3
Ogden .....	92.2	90.9	91.3	91.5	91.7	91.6	92.9	90.7	91.2
Newberry .....	95.5	89.8	90.6	92.	90.1	90.4	91.	88.3	88.7
Wells .....	95.8	91.6	92.4	96.	92.9	93.4	94.7	90.1	90.7
Skinner .....	92.2	88.5	89.8	91.6	90.3	90.7	89.5	88.5	88.8
Haven .....	91.3	91.3	91.3	91.8	92.1	92.	92.3	90.8	91.1
South Chicgo .....	.....	.....	.....	92.3	91.3	92.3	93.1	85.4	88.3
Bridgeport .....	.....	.....	.....	88.4	85.6	86.	91.5	85.9	86.6
Holstein .....	.....	.....	.....	90.	85.7	86.3	86.5	88.	87.4
Colored .....	.....	.....	.....	91.6	84.6	85.1	89.5	89.2	89.3
AVERAGE .....	94.	91.8	92.4	93.6	92.	92.4	92.8	90.3	90.8

## SCHOOL ACCOMMODATIONS.

By reference to the Summary, it will be seen that during the eighteen months under review, there were enrolled as in attendance upon the District Schools, 28,737 children ; that the average number belonging was 12,399, and that the average daily attendance was 11,271. To meet the wants of these children, as to seats, we have but 12,975 seats of all descriptions, that are comfortable and suited to the occupancy of children. Of this number of seats, the city owns but 11,600 : the rest are in rented buildings, and may not be counted as *very* comfortable in all cases.

It must be borne in mind, that this statement is made with reference to a period during which there was a constant and steady increase in the enrollment of our schools. For example, during the last full month of the time we are considering, the average number belonging to the schools, was 13,475—500 more than we had seats to accommodate. To provide for this surplus, it was necessary to use the teachers' platforms for seats, or to crowd other seats, already full enough, so that in some instances *four* occupied a seat designed for *two* pupils.

The inadequacy of our school accommodations is still farther apparent, from the fact that large and quite densely populated portions of the city are, by reason of distance, or by intervention of important railways, practically cut off from school facilities.

Some provision should be made for a more rapid increase in the number of school houses, than your

present means will warrant. The population of the city is upon a rapid increase, and unless a corresponding increase in school accommodations is made, the city must suffer irreparable loss.

Let our attention be turned, a moment, to the facts concerning those who are enrolled upon our School Records. We shall find the average number belonging, during any one month, about 90 per cent. of the whole number enrolled, and the average daily attendance only 90 per cent. of the average number belonging to the schools. From this we learn, first, that about 10 per cent. of the membership of our schools, is changed each month ; and, second, that 10 per cent. of the number belonging to the schools are absent every day. Could our schools all be visited, upon a day of average weather, only 13,500 of the 15,000 actually belonging there, would be seen. Where are the remaining 1,500 ? Some are sick, and others are feigning sickness ; some are watching by the sick-bed of some other member of the family ; some are supplying the places of others, whom necessity has sent from home ; some are entertaining friends ; some are preparing to entertain expected visitors, or to be entertained by inviting hosts ; some are idly dozing away time under the plea of resting from some unusual physical exertion, or are recovering from the fatigue attendant upon some unnecessary conviviality ; some are moping about in their effort to execute an errand, trumped up as an excuse for absence ; many are endeavoring to render earnestly proffered assist-

ance to indulgent parents, who accept offers of help when it is not needed, rather than cross the wishes of their children ; many are roaming the streets in search of enjoyment not found in books ; while some are skulking about, shunning both parent and teacher, while they play truant. To all these forms of excuse, the children are agreed. But the whole truth is not yet told. Many who would gladly be in their places, are absent because of their parents' indifference or carelessness. Avarice too, has had its influence in depriving the school room of happy faces, willing minds, and joyous hearts. The little earnings of the child on the one hand, and on the other hand the money saved, that would otherwise have gone to the purchase of books and necessary clothing to make the child comfortable at school, have had a more powerful influence through the father's pocket, than the earnest look and beseeching tone of the little child thirsting for knowledge, combined with the father's conviction of duty in regard to the mental and moral cultivation of his offspring. Many a child has been sacrificed, mentally and morally, as well as physically, to the pecuniary interest of the parent. Every effort should be made to secure the city against the inroads which avarice and carelessness are thus making upon her prosperity.

Were the evil of irregular attendance confined to any individuals, constituting 10 per cent. of the number belonging in school, it could be much more easily borne, and would prove less disastrous ; but to

make up the ten absentees each day, more than fifty out of each hundred are drawn upon during the month, and the fifty will be found more or less irregular, so that a majority of each school is, in reality, irregular in its attendance. To-day, ten are absent; to-morrow, five will return, and their places will be supplied by five who are present to-day, and upon some other day the ten of to-day will be found in their seats, but the seats of ten others will be vacant. Thus the school changes from day to day, classes are kept back on account of the slow progress of the irregular, and if it be urged that the majority should control the progress of the class, it will be found upon inquiry that the majority is irregular, and so does control. The scholar is himself the loser by his absence, to a greater extent than is generally supposed. He loses interest in his books, and of course falls short of the highest attainment of which he is capable; he loses the instruction of his teacher, either upon the subject under consideration at the time of his absence or upon some subject just beyond, which he might have reached but for his absence. This is by no means unimportant, but it sinks into comparative insignificance when we place it beside the bad habits engendered by such irregularity. The boy who loses a lesson to-day, because of some trivial errand that might have been deferred, or at least performed by another, will to-morrow make for himself some excuse, which, to his mind, is of equal importance with that furnished by his father. That which his parents seem to esteem of secondary import-

ance he very soon makes secondary, and the habit of neglect of his business grows upon him. With such neglect, must come failure. Nothing, but *absolute necessity*, should stand in the way of a child's strict devotion to his school work. While by another course the temporary interests of the parent may be subserved, it will be found a loss in the end—a loss of success; it may be, a loss of character. If the child attends school, it should be his business; if he is needed at home, his business should be to stay at home. Whatever he undertakes to do, should be done with his whole energy, and he should know at the outset, that habits of attention to business, which furnish the groundwork of success in life, are formed during his school days.

Little sacrifices on the part of parents, either of their comfort or their money, made with respect to the good of their children, will prove the seed of a bountiful harvest.

Upon no other point have I found the teachers of the city more faithful, than upon this. Will not parents give them their hearty co-operation?

#### TRUANCY.

Of all the sources of irregularity of attendance, that of truancy is the most prolific of evil, and I have made its cause and its cure a special study.

Each individual case has, without doubt, a cause peculiar to itself, and yet all may be classed under one or both of two general heads—

1. *Failure to make school attractive ;*
2. *Impatience of restraint, and love of bad company.*

While the number of natural truants is comparatively small, the number that may be easily educated into truancy is quite large. This educating process almost invariably begins at home, but it may be stimulated and perfected at school. Parental mismanagement does not immediately concern us in this discussion, but the fact that the school may, on the one hand, fall into the support of parental negligence, or, on the other hand, counteract it, does concern us. In speaking of the school, I use the term in its broadest sense, to include school grounds, school houses and their appurtenances, school furniture and apparatus, as well as school teachers. Unsightly buildings in unpleasant localities, uncomfortable seats and desks, and dingy walls, will, in spite of the best efforts of the very best teachers, make many a child sigh for the fields, or even the streets, where some pure air made be found, and where the eye may be delighted with an occasional form of beauty, and the limbs may be free from the unnatural positions into which they are too often forced in the school room. What wonder if such surroundings should tempt to an occasional truancy ! What wonder if, under such circumstances, teachers should relax their efforts and grow disheartened ! What wonder if the best home training, united with the faithful watch of the teacher, should fail to arrest the tendency to truancy engendered in the miscalled school room !

Whether or not this city is chargeable with any of its truancy, and if so, to what extent, recurrence to what I have said under the head of *School Accommodations* will determine.

A careful investigation will show that a very large proportion of cases of truancy have their origin in the second general cause specified.

Children unrestrained at home, and left at liberty to roam the streets and choose their own company, will seldom receive kindly the restraints of a well-governed school. The discipline of the school is irksome. Obedience is a word unknown to them, and to its healthful influences they are entire strangers. The teacher's labors are entirely thwarted by the lack of parental co-operation. The six hours' work of the teacher is undone by the six hours' work of street companions, and he starts each morning at the point from which he has set out every previous morning. He has gained no power over the child, sufficient to hold him against the allurements of some excursion upon a pleasant day, or the great attractions of a circus or other traveling show. The child's thoughts are so constantly upon his exciting plays, that all love of study is crowded out, and the healthful incentive of a love of books is entirely lacking. What I have said of an entire lack of government at home, will apply with equal force to improper restraints. Some roam the streets, and seek the haunts of vice, because they are encouraged so to do by their parents, or at best are left to do as they please, while others are

driven into the streets by cruel treatment at home. Some parents, in their great anxiety to keep their children free from the contaminating influences of the street, by their severity drive them into the very course they would have them shun. Others deny their children pleasures which are sinful, but forget that they must have some pleasures, and neglect to furnish them with such as are not hurtful. This neglect often proves their ruin. I have alluded to these kinds of improper discipline, not so much for the purpose of calling attention to them, as with the design of making these facts bear upon the discussion of the cause of truancy, to which I shall presently come. In this connection, I must not fail to allude to the many truants who have no homes they may call their own, orphans or half orphans, who are dependent upon the charity of those who can not feel in them any special interest, nor to those whose parents are absent from their homes from early morning till late at night, while engaged in their daily labor. Many a poor child is thus left without any one to care for his preparation for school, or to welcome him home after a hard day's study. He must be alone at home, or he must seek companions in the street. It is little to be wondered at, that he is often late at school or that he is frequently absent. During the past year, cases of this kind have come very often to my knowledge. The mother, away at work during the whole day, can not see that her child goes to school at the proper time. The necessities of many

a poor mother, thus make the truancy of her child possible, and, in a city of this size, where so many vicious influences are constantly surrounding him, probable. Deeply as she may deplore it, it is not in her power to prevent it. Such a case as this, will enforce one method of cure I have to propose.

The cure of all cases of truancy caused by failure to provide comfortable, attractive accommodations, is patent to all. It needs no illustration. Our public halls and our churches, which are to be used but a small part of each day, or but a small part of one day in each week, have all their appointments suited to the comfort of their occupants, and many are made attractive by adornment or by painting. Money thus expended is considered well invested, even though the large majority of occupants have their habits already fixed and are less liable to be impressed than in their earlier years. Shall we be less careful when we are making preparations for the daily home of children who are susceptible to influence from the things with which they come in constant contact? Money expended upon a proper adornment of our school buildings and school grounds is not lost. I say a proper adornment, for, let the idea of extravagance once gain sway, and another passion is excited that will in some measure at least, overbalance all the good effects of adornment. Mere ornament, having no other use than to ornament, fails sadly in its attempts to accomplish anything good. Skill in adornment does not consist so much in covering up

defects of form or of dress with outside tinselry, as in fitting the dress to the form, in suiting the color to the complexion, and in selecting material adapted to the circumstances and the occupation of the wearer. The difference observable in two similar structures is not so much a difference in material as in the manner of putting the material together. The difference in expense is often in favor of the more beautiful.

Every schoolhouse which in itself encourages habits of neatness and economy, and which furnishes daily lessons of carefulness and thrift, will be a very sure preventive of truancy. And yet it will fail to reach all cases, for some are found, the cause of whose truancy is not external but internal.

The measures to be employed with such must be first *peaceable*, then, if need so require, *forcible*; first *persuasive* and then *compulsory*. The teacher should exhaust all his resources, both persuasive and compulsory before any other measures are resorted to. He should acquaint himself with all the home influences to which the truant is subjected. He should by personal conference with the parent, seek his co-operation. The truant himself should be kindly yet firmly dealt with. He should be made to feel as well as to see the evil consequences of his course. No pains should be spared to save him from the ruin to which his habits lead him. The schoolroom should be made attractive to him; he should find in his teacher his best friend. His good traits should be carefully encouraged, and his bad traits kept in the back ground

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but by no means overlooked or forgotten. Faithful sowing and tilling, and patient waiting for the harvest will be repaid. Truants are by no means naturally the worst or most worthless of boys; they are worth saving, and they will often repay the most vigorous exertions in their behalf. "Line upon line," "precept upon precept," "here a little and there a little," is the rule of the successful teacher. This rule is not one which I have any occasion to lay down before the teachers of Chicago, for I have seen it faithfully followed by very many during the year I have spent with them, and it is but justice to say that the course I have marked out for the successful teacher, is the one pursued by a majority of those under your charge.

Earnest and faithful as the teacher may be, he will yet fail to reach many cases of truancy. The parents' absence from home at the most important part of the day, and the consequent failure of the teacher to secure their co-operation during school hours; the unwillingness of other parents to take any interest in the punctual attendance of their child; and the utter refusal of others, who encourage truancy in their children, to aid the teacher in his work, enforce the necessity of some other agency than those established by the Board of Education, and faithfully executed by willing teachers.

To meet this necessity the legislative power of the State has, in many instances, been invoked, and the organization of a Truant Police has resulted. I have conversed with many school officers and teachers as

to the practical workings of the system, and find their testimony uniformly favorable. "The very best results have attended the work of Truant Officers," say all who have the best means of judging. Some of the details of the system may be of interest here:

I. *Legislative Action*.—Giving Boards of Education, School Committees, or City Authorities, the power to establish rules for the government of the schools under their charge ; and still further than this, in some cases empowering the several cities and towns of the commonwealth "to make all needful provisions and arrangements concerning habitual truants, and children not attending school, without any regular and lawful occupation, growing up in ignorance," &c. ; provided that such ordinances and by-laws shall be approved by a designated authority, and shall not be repugnant to the laws of the Commonwealth. As penalties, fines or commitment to some school of correction have been authorized.

II. *Municipal Action*.—Accepting the Legislative Act, and providing means for its execution. These means are—

1. Truant Officers in number suited to the population of the city ;
2. The designation of some proper tribunal before which all cases of habitual truancy shall be tried, (generally some one or more of the Police Justices) ; and
3. The selection of some suitable place or places for the confinement and training of those who are

convicted. These places vary in different cities. Some have established a special school for truants, or a Truant Home; some make use of the City or State Reform School; others commit to the House of Correction; others to the school connected with the Alms House; and a few have designated some particular school of the city to which truants shall be sent, and placed under the charge of the master, not for instruction, but for correction, to be returned to their several schools after due trial.

The Truant Officer is made the complaining witness before the Court, and in most cases it is left entirely to his option, both as to time and nature of complaint. In one city, I find it the Officer's duty to arrest every child out of school, who can not give a satisfactory account of himself, and to take him to the school to which he belongs, and at the same time to notify the parent. After three such arrests, the child must be taken before the Police Magistrate as an habitual truant. In all cities having a Truant Officer, the main dependence is placed upon the hearty co-operation between Truant Officer and teacher. The teacher is required to report the names and residence of truants, whenever he desires the aid of the Truant Officer; and further than this, the Officer is required to visit the schools under his special watch, as often as his time will permit, that he may obtain facts within the teacher's possession that may aid him in his work. Beside attending to the cases reported by the teacher, the Truant Officer is required to be on the look-out

throughout his district, visiting occasionally the places most frequented by idle and vicious boys, and to labor for the reformation of such as he finds there during school hours.

Experience has taught that the best Truant Officers are "men of intelligence and energy, of sound judgment and active kindness." It has been my good fortune to meet several successful Truant Officers, and I can bear testimony to their excellent qualities of head and of heart. They are men who will spare no pains to reclaim the offenders, and who have made many sacrifices to rescue the truant from the evil company into which he has fallen. A gentleman told me, a few weeks since, that while acting as Truant Officer, he has taken a boy as soon as he was out of his bed in the morning, and has kept him within his sight till he retired at night, feeding him at his own table meanwhile, and after pursuing this course for some days, has so won upon the boy as to secure his steady attendance upon school thereafter.

The universal testimony is that the system has been beneficial rather in preventing truancy than in curing it. The very presence of a Truant Officer has a wholesome restraint upon many, who might otherwise be led away by bad companions.

It is estimated that nine-tenths of the truants above nine years of age are vicious otherwise, and that the benefits that flow from the truant system are rather of a saving than of a reformatory character.

Of 2,407 cases reported by one of the truant officers of the city of Boston, for a period of ten years, only 367 cases were presented to the court, and 318 were sentenced to the different reformatory institutions of the city and the State.

The same officer reports during the same ten years 407 cases of absentees whom he had persuaded to attend school.

The course pursued in the city of Boston is briefly sketched thus:

“First, the teacher’s powers of attraction and coercion are exerted to prevent cases of truancy from occurring; if these influences are not sufficient, and the pupil commits the offence so often as to become an ‘*habitual truant*,’ assistance is sought from the truant officer, armed with the authority of law. He investigates the case. He endeavors to find out the cause of the truancy and to remove it. He explains the law to the offender, and to his parents, and shows the consequences of continuing in transgression. He mingles with his warnings, friendly advice, encouragement and good counsel. The name is placed on his book, and his eye is kept on the delinquent. If he reforms, the case is dropped. If not, the complaint is made and the warrant for arrest is issued, the offender is arrested and taken before one of the justices of the police court, though to save his feelings and to preserve some spark of self-respect, he is not put into the dock with hardened criminals in open court, but the case is heard in a private room. If found guilty, he is sentenced to

the institution provided for such cases. It often happens, however, during the course of these proceedings, before the truant is actually placed under the officers of the reformatory institution, that his parents or friends find some other way of disposing of him. He is sent into the country, or put to work, or placed in some private or charitable institution, and some such disposition of him is generally encouraged by the officers and the justices. If there are mitigating circumstances he may be put on probation."

The necessity of some such system becomes every day more apparent in this city. The city owes it to herself as an act of self-preservation. I shall be met with the objection that the city has no right to compel the attendance of any children upon her public schools. For the sake of argument, admit this to be true, and for a moment let us examine whether there is anything compulsory in the plan proposed. It is not expected that all children will attend the public schools; they are left at liberty to attend or not as they may see fit. The Truant Officer is expected to use all his persuasive power to induce attendance upon some school of those who are growing up without any instruction or without occupation. Further than this I do not ask that his power shall for the present extend. But with truants from schools to which they properly belong, the case is different. They have been placed at school with a full understanding that they must submit to all reasonable rules and regulations. Is any regulation more reasonable than the one which demands regular attendance

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upon school? Is any rule more reasonable than the one which requires correct deportment on the part of all pupils? Would not a parent have just reason to complain of any school which neglected these very important matters? Can a proper care for the execution of these rules be considered at all compulsory in its nature? Does not every candid parent consent to such a discipline of his child? Would any proper means to secure good habits be considered compulsory? Would not every parent rather compel the observance of rules so wise and salutary?

So far as the arrest and sentence of the offender is concerned, is it any more compulsory than the law which already exists, and under which the same offender is liable to arrest and sentence at least so soon as he shall have reached the point of crime toward which his habits of truancy are most surely leading him?

Our City Reform School is a *school* for the reformation of juvenile offenders. It should not be considered a penal institution. Upon this school the city authorities do compel the attendance of certain boys. Their right to do so is unquestioned. The object is to save the city from the injury inflicted by such boys at large, and further than that, and still better than that, as I believe, to save the boys from the injury inflicted upon themselves by their continuance in courses of crime and criminal indulgences. Can any one define precisely the point where this compulsory education may be commenced, without doing violence to the rights of

individuals? The right is one which inheres in the civil power—the right of self-preservation. It commences just where the danger begins, and it warrants the use of means adapted to secure the end sought. If a school for the confinement and instruction of offenders may be established, and attendance thereon enforced, when the danger has grown serious, may not less stringent measures be adopted when the danger is less imminent? If a school may be established in which boys may be placed against their own will for a term of years, simply because the good of the community demands it, may not other schools be established attendance upon which for a small part of the time may be compelled when the good of the same community demands it? Does not the city owe a duty to those children, who, by reason of parental neglect, or an entire want of parental care, are drawn into bad company and into crime, even before the point of open crime is reached?

If asked here what course I would advise, I would answer:

As soon as it can be done under the sanction of law, I would have three or four Truant Officers appointed, whose duty it should be to visit the several schools of the city, as often as their other duties would permit, and there learn from the teachers the names and residences of those children between the ages of seven and sixteen years, who are often truants from school. They should then visit the parents or guardians of these children, and endeavor, by every

means within their power, to secure their punctual attendance—exhausting all resources that an enlightened judgment and a kind heart would suggest, before proceeding to any legal measures—using their authority as a last resort. These officers should be men of the very best character, in sympathy with children; men who know how to get at the hearts of children; men of firmness tempered with kindness; men who would esteem no sacrifice too great to secure the rescue of an outcast, or of a willfully disobedient boy. They should visit all parts of their districts, especially such as are known to be the haunts of the idle and vicious. They should have, at convenient places, "order boxes," where teachers may deposit notes of inquiry, or requests for assistance. These men should be made special policemen, and should have authority to call in the aid of the regular police, whenever needed, but they should have nothing whatever to do with boys except in their relations to the schools. Only such cases as teachers have failed to reach, in the exercise of all their powers, should be reported to Truant Officers. The question may here arise, why not make teachers Truant Officers, and empower them to make arrests? The answer is simple. If they attend to all their other duties properly, they have not time to devote to this work, and even had they time, their being clothed with legal authority would detract from their moral power, in that it might arouse ill-founded suspicions of partiality, or lead the teacher to a shorter method of cure, before exhausting all his persuasive

powers. Such a conferring of power upon the teacher, would place him too much in the position of a complainant, and thus weaken his influence over his whole school. The pupils should regard the teacher as a friend, who is seeking by every possible means to save them from the clutches of the law, and the reporting of their cases to the Truant Officer will then be a great terror to the evil-doer, which will aid the teacher while it saves the child.

The worst cases, which the teacher is unable to reach and the cases he cannot succeed in saving, will be reported to the Reform School Commissioner for trial and sentence.

The necessity of some system to check truancy is enforced by the following considerations:

Truants are rapidly learning the lessons of the street: lessons at war with the vital interests of the people, a school in which pupils make rapid progress in disobedience to parents, prevarication, falsehood, obscenity, profanity, lewdness, intemperance, petty thieving, larceny, burglary, robbery and murder, whose graduates become a prey upon the citizen, and a constant tax upon his pocket. Out of nearly 2,800 criminals confined in the State of New York during a period of ten years, it was found that less than 250 had ever been regular attendants upon any school.

Again, the cost of the system will be less to the city than the care of the criminals added to the list by its absence.

Still further, the city owes a debt to those poor parents, who are necessarily away from their homes during the entire day, and who cannot, for that reason, prevent or correct the truant habits of their children. Such children feel sure of immunity in their truancy, because their parents cannot be found by the teacher when he seeks a reason for their absence. Many such parents have, during the past year, besought my aid in correcting the truancy of their children. Gladly as I would aid them, my lack of time forbids any such work as a Truant Officer can alone well do.

I leave this subject with the hope that such measures will be adopted by the city as now lie within their power, and if further legislative action is needed, that early steps will be taken to secure it.

#### EVENING SCHOOLS.

The Common Council made an appropriation of \$5,000 for the support of Evening Schools for the winter of 1864-5. This was a much larger appropriation than had been before allowed. In fact it was the first appropriation made from the General Fund for this object. The wisdom of such action has been fully demonstrated. The schools, last winter, were filled with eager and attentive pupils, some of whom were 40 years of age and upward. The universal testimony of the teachers was favorable to the conduct and progress of those in attendance. Five schools were opened in the different Divisions of the city. These schools were taught by the teachers of our day schools.

No persons under twelve years of age were allowed to attend, and none of any age who could attend the day schools.

The statistical table appended will show the results so far as figures can show them.

The help given to many a son and daughter of toil; the encouragement to a proper use of time, and the love of study awakened for the first time, are results that figures can not show.

*Evening School, 1863-64.*—School opened November 9, 1863, held for boys and girls on alternate evenings, closed March 5.

Sessions held at Dearborn School building.

	Sessions.	Whole No. enrolled.	Average attendance.	Salaries.	Janitor.	Sundries.
Males,.....	47	512	129	\$401 00		
Females,.....	47	209	57	248 25	\$69 00	\$48 85
Total,.....		721	186	\$649 25	\$69 00	\$48 85
Total,.....						\$767 10

EVENING SCHOOLS—WINTER OF 1864-65.

From October 24th, 1864, to January 13th, 1865—Eleven weeks.

## SUNDY EXPENDITURES.

The expenses of the evening schools for 1863-4, were at the rate of \$4.12½ per scholar in actual attendance.

The expenses for 1864-5 were \$6.59; or, if we deduct, as we may properly do, the expenses for lamps and gas fitting, which are permanent fixtures, we shall have an average per scholar of \$5.81.

The attendance for 1863-4 was but twenty-six per cent. of the number enrolled.

For 1864-5 it was thirty-nine per cent.

#### SCHOOL DISCIPLINE.

Nothing in the whole round of a teacher's duties, costs him more earnest thought than the matter of government. Many can teach well, who fail in the discipline of the school. Some govern well, who are indifferent teachers. In the large number of teachers employed, there will be found all grades of executive and administrative ability. The secret of governing well, still remains a *secret*. The happy possessor can not impart it to another if he would. It is a part of one's nature, and children soon read the nature of the teacher. A school under excellent discipline to-day may, to-morrow, be thrown into apparently inextricable confusion by the rule of a stranger who imitates the methods of the regular teacher, but lacks her hidden power. Methods of government are often mere skeletons or dead bodies, useless because soulless. The form is there, the different parts are there, properly fitted to each other. It possesses all the

## **PUBLIC SCHOOLS.**

**EVENING SCHOOLS—WINTER OF 1884-85.**  
From October 24th, 1884, to January 13th, 1885—Eleven weeks.

## SUNDRY EXPENDITURES.

elements of success, except the essential element. It lacks only *life* to make it a living form, but all will admit that this is a vital defect.

*This life* is essential to the success of the teacher, so long as discipline continues to be a part of the teacher's work. Some possess more of this life than others, hence govern better than others, that is to say, more naturally. Whatever difficulties may meet us in our search after the hidden springs of this *governing power*, possessed in different degrees by different teachers, we may know at once that little success can be expected by any person who has not good health, good temper, self-control, truthfulness, submission to authority, and a persistent adherence to right. To govern well, one must first learn to obey. There must be no wavering policy after it is firmly established upon a right basis. A teacher's temper is often his most unruly pupil, and there is nothing more promotive of petulance and ill temper, than ill health. With these hints, I turn for a moment from the teacher to the parent and the pupil.

Teachers are human, and as liable to error as any other persons of equal intelligence and refinement. The parent, who is often at a loss to know just what course is best in the discipline of his own family, with whose peculiarities of temper and disposition he is supposed to be most intimately acquainted, will acknowledge that he sometimes makes mistakes. If to his own household should be added the children of a score of his neighbors, his perplexities would be

largely increased, and his claims for excuse, or even forgiveness, would not be very infrequent. He might even claim the right to be irritable, or, at least, think himself excusable for occasional outbursts of ill temper, which would, after calm reflection, cause him sorrow. I am sure that he would be materially aided to proper reflections, should the parties who had suffered wrong at his hands set forth their grievances in a friendly manner. I am equally sure that he would feel himself injured were the parties aggrieved to take up the tales of "Madam Rumor," and feed their anger and their hate upon exaggerated reports, which had gathered size and weight by being rolled by eager hands through a whole neighborhood. It does not meet the requirements of the "Golden Rule" for the parent to say that he does not profess to be a teacher, • and that therefore he may do differently from what he requires teachers to do.

A thorough understanding should be had between parents and teachers, and no parent should rest satisfied until he has made the acquaintance of the teacher of his child, and has informed that teacher of the child's peculiarities. Between the parties who share the work of training the child, there should be the most hearty co-operation. In all cases where differences of opinion exist, as to methods of discipline, a calm conference will almost inevitably result in the prevalence of the better opinion. Pupils, who understand that their teachers are sustained by the parents, in the enforcement of proper discipline, will seldom give

their teachers occasion for any discipline at all. Difficulties creep in, when disagreement opens the door.

Teachers may do wrong, for who is always right, and when conscious of having done wrong, should at once seek the wronged and make redress. How much may the heart of such a teacher be cheered by the statement of the parent—"I was just about to call on you, that I might have this matter set right."

It has been a matter of surprise to me, that so few cases of complaint have come to the knowledge of the Superintendent during the past year, and nearly all these cases have been adjusted by a conference between the parties.

Obedience to wholesome laws is an essential requisite of a good school, and it must be secured for the good of the child as well as for the good of the school. Parents have it in their power to say whether this obedience shall be *willing* or *enforced*.

#### CONCLUSION.

In concluding this, my first report, I would express my obligations to the teachers who have labored so unitedly and so zealously for the good of their schools, and I would thank you, gentlemen, for your kindness to one who came among you a stranger, and who hopes to be able to render you better service for the future as he becomes better acquainted with the work to be done.

J. L. PICKARD,

*Superintendent.*

REPORT  
OF THE  
PRINCIPAL OF THE HIGH SCHOOL.

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*To the Board of Education of the City of Chicago:*

GENTLEMEN: Since the last Report, the Chicago High School has enjoyed another year and a half of prosperity. The general order and spirit of the school has been satisfactory, the pupils with few exceptions responding promptly and cheerfully to the wishes of their teachers, and exhibiting a deportment as kind and courteous, as can be found in a well regulated family.

The instruction in Mathematics and the Natural Sciences has been very accurate and thorough. History and English Literature, to which is wisely assigned more time than is usual in similar schools, have been taught with success. Much assistance has been derived in these studies from maps and charts, prepared with great care and ingenuity by the teacher of the department.

The numbers taking Latin and German are very nearly equal. The classes preparing for college have been comparatively small, but the instruction and scholarship, particularly in Greek, has been well

sustained. The Latin has suffered somewhat from the changes of teachers during the last year.

The pupils in the Modern Languages acquire the ability to read with considerable readiness, but the opportunity for practice in school is too limited to secure great facility in conversation. To meet this want as far as possible, the recitations of the present classes are conducted entirely in those languages.

In Drawing, very commendable results have been attained in copying and representing natural objects, and it is hoped that soon more complete instruction will be given in Perspective and Mechanical Drawing.

The Normal classes have been smaller than during the preceding year, but the teaching has never before been so thorough and practical.

A more complete system of written examinations and reviews has been instituted throughout the school.

The graduates have sometimes shown a deficiency in the common branches of the early part of the course, but the measures recently adopted by the Board seem well adapted to remedy the evil.

The attention of the Board has been called to the large number leaving before graduation. Though much to be regretted, it is the natural result of our changing population, the inducements to engage in business, and other causes. From a careful inquiry, it is believed that the proportion of graduates compares favorably with that of other schools of the kind, and it can hardly be expected that the number leaving will be materially lessened at present.

The whole number of pupils enrolled in the Chicago High School during the last school year was 369; the number of graduates 44. Enrolled exclusive of the Normal Department, 297; graduates, 27.

In the High School, Springfield, Illinois, the whole number enrolled, 140; graduates, 8.

In the St. Louis High School, enrolled, 275; graduates, 14.

In the Woodward High School, Cincinnati, enrolled, 193; graduates, 13.

The school has felt the need of a more matured plan for removing those pupils, who are unable to advance with success, to classes more suited to their ability and attainments. By being allowed to proceed with lessons and subjects imperfectly mastered, they degrade the scholarship of the whole school, lose their own ambition, become dissatisfied, and add to the number of those who leave prematurely, instead of graduating, as might often be the case, hopeful and successful scholars.

The whole number of pupils connected with the school, since January, 1864, is 517—177 males, 340 females; the average number belonging, 286; the average daily attendance, 271; the per cent. of attendance, 95.

As the period embraced by the report now corresponds with the school year, the disproportion between the whole number and the average attendance, will hereafter be considerably diminished.

*Teachers College Library*

The result of the examination for admission in July, 1864, when the per cent. for admission was 62, is shown by the following table:

SCHOOLS.	Number Examined.		Number Admitted.		Average Scholarship of those Examined.	Average age of those Admitted.		Average time in Public Schools of those Admitted.		
	Males.	Females.	Males.	Females.		Males.	Females.			
Dearborn .....	8	8	4	4	61	15 7	15 5	6 0		
Jones .....	7	18	3	11	65	15 8	14 7	3 10		
Scammon .....	7	26	7	22	69	16 1	15 6	4 7		
Kinzie .....	5	14	1	4	61	16 3	15 5	4 7		
Franklin .....	4	7	3	6	67	14 0	16 4	4 10		
Washington .....	1	13	1	8	66	21 3	15 8	3 1		
Moseley .....	3	7	2	6	69	14 0	15 3	2 9		
Brown .....	13	15	12	15	76	15 2	17 5	3 1		
Foster .....	6	8	6	8	70	15 3	14 7	4 10		
Ogden .....	13	4	10	4	74	14 6	14 7	3 11		
Newberry .....	4	4	0	2	54	.....	16 0	6 6		
No. Twelve .....	1	2	1	0	67	12 10	.....	7 0		
Skinner .....	20	35	14	20	65	15 2	15 2	3 1		
Haven .....	6	5	5	2	67	15 3	15 1	3 0		
South Chicago .....	0	4	0	3	72	.....	17 9	0 3		
Total .....	98	170	68	115	67	15 6	15 8	4 1		

The result in July, 1865, with a per cent. of 63, was as follows:

SCHOOLS.	Number Examined.		Number Admitted.		Average Scholarship of those Examined.	Average age of those Admitted.		Average time in Public Schools of those Admitted.		
	Males.	Females.	Males.	Females.		Males.	Females.			
Dearborn .....	11	10	6	7	66	14 6	14 11			
Jones .....	7	12	4	5	66	15 3	14 8			
Scammon .....	16	31	12	25	69	14 10	15 1			
Kinzie .....	2	8	1	3	61	15 4	14 11			
Franklin .....	4	9	4	8	75	15 0	15 6			
Washington .....	6	13	4	7	62	14 10	16 4			
Moseley .....	6	14	4	8	68	13 9	15 9			
Brown .....	10	21	8	18	71	14 9	16 1			
Foster .....	4	21	4	15	68	13 4	16 0			
Ogden .....	9	6	8	5	74	15 0	16 3			
Newberry .....	3	6	1	3	55	12 7	15 9			
No. 12 .....	1	3	0	3	73	.....	15 0			
Skinner .....	9	32	8	19	66	1 49	15 7			
Haven .....	2	9	1	6	65	1 43	15 9			
So. Chicago .....	0	3	0	2	67	.....	15 1			
Total .....	90	198	65	134	67	14 6	15 6			

The names of those who graduated in July, 1864, are as follows:

## FROM THE GENERAL DEPARTMENT.

James G. Alexander,	Henry C. Hammond,
Helen S. Barry,	Albert McCalla,
Lottie A. Chatfield,	John T. McCarthy,
Emily C. Currier,	H. A. McDonnell,
Frances H. Davis,	Myra Miller,
Hattie L. Davis,	Fannie E. Osborn,
Maggie Dougall,	Margaret E. Prendergast,
Maggie A. Ellis,	Carrie Rosenfeld,
D. Llewellyn Evans,	Patrick W. Snowhook,
Lottie A. Foley,	Louise C. Sterling,
Nettie Freeman,	Marshall Wait,
Etha L. Hallenbeck,	William H. Warrington.

## FROM THE NORMAL DEPARTMENT.

Anna M. Amesbury,	Frances B. McGrath,
Emma J. Atwater,	Anna B. McKay,
Sarah A. Brooks,	Josephine E. Miller,
Adella E. Butler,	Isabella Patterson,
F. Ellen Carter,	Laura Reed,
Frederika E. Coss,	Mary T. Schaefer,
Julia M. Davis,	Jennie Shelby,
Sarah E. Drake,	Carrie B. Skeer,
Emma J. Farr,	Elizabeth Smith,
Mary E. Gaffney,	Emma H. Smith,
Nancy A. Helm,	Frank E. Sutherland,
Almira S. Jennings,	Emily L. Trimingham,
Annah B. Jennings,	Hattie N. Winchell,
Mary J. Kendall,	Emma K. H. Wright.
Sarah J. Kirby,	

The Bryan Life Membership in the Young Men's Association, was awarded to Miss Fannie E. Osborn, and the Scholarship in Bryant and Stratton's Commercial College to Miss Isabella Patterson.

The graduates at the last anniversary, July, 1865, were:

## FROM THE GENERAL DEPARTMENT.

Georgia B. Abbott,  
 Charles O. Boring,  
 Jennie M. Church,  
 Hattie A. Cook,  
 Anna S. DeWolf,  
 Theodore J. Elmore,  
 William J. Fleming,  
 James B. Galloway,  
 Alice Haven,  
 Fernand Henrotin,  
 Emma Lloyd,  
 Henry B. Mason,  
 Mary McDougall,  
 Luther Laflin Mills.

Charles F. Moulton,  
 Anna A. Osgood,  
 Edward R. Parker,  
 Ferdinand W. Peck,  
 Alice E. Salisbury,  
 Mary Q. Scheppers,  
 Frances A. Sharp,  
 Isabella M. Smith,  
 Nellie M. Tobey,  
 Julia S. Trimingham,  
 Marshall Wait,  
 Lizzie S. Wells,  
 M. Grace Wingrave,

## FROM THE NORMAL DEPARTMENT.

Laura J. Boring,  
 Sarah A. Bradley,  
 Mary Buchanan,  
 Lottie E. Byington,  
 Ellen A. Cobb,  
 Jane Dougall,  
 Frederica W. Ginther,  
 Mary Hart,  
 Mary A. Lacey.

Lettie Loomis,  
 Rose A. McCarthy,  
 Hannah S. Mortensen,  
 Cornelia Phelps,  
 Mary P. Sinclair,  
 Hattie F. Spooner,  
 Frederica E. Thomas,  
 Jennie M. Wright,

The Life Membership was awarded to Miss Anna E. Osgood, and the Scholarship to Miss Lettie Loomis.

Respectfully,  
 GEORGE HOWLAND.

## APPENDIX.

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Upon the following pages will be found statistics of schools by Divisions and by Grades.

The boundaries of the district and the value of the school property with the number of seats of different kinds, will be found prefixed to the statistics of each school.

For convenience' sake, I have indicated the kind of seats by numbers.

No. 1 indicates single desks of approved pattern.

No. 2 indicates double desks of older styles.

No. 3 indicates long benches or seats capable of holding more than two persons.

The figures following these numbers indicate the number of scholars that the seats will accommodate.

The value of the school building includes the value of the furniture.

In the Reports of Schools by Divisions, the names of more than one teacher will be found in some instances prefixed to the number of scholars belonging to that division. The first named teacher is the teacher who had charge of the division at the time the report is made, the others have been connected with the division during the year, but have resigned or have been transferred to other divisions. The salary is in all cases the salary paid at the date of the report.

The facilities for making the report by grades have not been such as to warrant the full report that is desirable and that may hereafter be given.

## HIGH SCHOOL.

LOT, - - - - -	Size, - - - - -	203 by 186 feet. Value, \$15,225
BUILDING, - - - - -	Located Monroe Street, bet. Halsted and Desplaines.	
	Erected, - - - - -	1856.
	Material, - - - - -	Stone.
	Height, - - - - -	Three Stories.
	Size, - - - - -	53 by 90 feet.
	Value, - - - - -	\$37,000.
SEATS, - - - - -	Grammar, No. 1, - - - - -	320.

## HIGH SCHOOL TEACHERS.

GEORGE HOWLAND, *Principa*l and *Teacher of Political Economy, Constitution United States and Languages.*

EDWARD C. DELANO, *Principa*l of *Normal Department.*

JAMES R. DEWEY, *Teacher of Greek and Latin.*

GEORGE P. WELLES, *Teacher of Natural Science and Higher Mathematics.*

EDWARD C. PORTER, *Teacher of Mental Science, English Literature and History.*

OSCAR FAULHABER, *Teacher of German and French.*

CAROL GAYTES, *Teacher of Latin, part of the year.*

EDWARD M. WILLIAMS, *Teacher of Latin, part of the year.*

MARY NOBLE, *Teacher of Common English, and Physical Geography.*

GERTRUDE VAN PATTEN, *Teacher of Common English and Natural Philosophy.*

SARAH J. ELLITHORPE, *Teacher of Drawing and Botany.*

CHARLES ANSORGE, *Teacher of Vocal Music.*

## NUMBER OF PUPILS.

Senior Class, - - - - -	30	Junior Class, B, - - - - -	37
First Middle Class, - - - - -	35	Junior Class, C, - - - - -	39
Second Middle Class, A, - - - - -	40	Junior Class, D, - - - - -	40
Second Middle Class, B, - - - - -	40		
Junior Class, A, - - - - -	41	Total General Department, -	302

## NORMAL DEPARTMENT.

Senior Class, - - - - -	24
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Junior Class, - - - - -	47	71
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Total in both Departments, - - - - -	873
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## DEARBORN SCHOOL.

BOUNDARIES.—All that portion of the South Division north of Jackson Street.

SCHOOL LOT, - Size, - - - - 130 by 162 feet. - - Value, \$52,000

BUILDING. - - Located on Madison Street, bet. Dearborn and State.  
 Erected, - - - - - 1844.  
 Material, - - - - - Brick.  
 Height, - - - - - Two Stories.  
 Size, - - - - - 60 by 80 feet.  
 Value, - - - - - \$8,750.

SEATS, - - - Grammar, No. 2, - - - - - 152  
 Intermediate, No. 2, - - - - - 272  
 Primary, No. 2, - - - - - 300

Total, - - - - - 724.

## REPORT of Dearborn School for year from September 1, 1864, to July 14, 1865.

No. of Div.	NAME OF TEACHER.	Salary.	Grade of Pupils.	Av'ge No. Belon.	Av'ge Daily Atten.	Per cent. of Atten.
1	Albert R. Sabin, Principal.....	\$1,400	1st & 2d	39.3	38.2	97.2
	Alice J. Jennings, Head Assistant.....	500	2d & 3d	40.1	37.7	94.
2	Alice L. Barnard.....	500	3d & 4th	54.5	49.7	91.2
3	Celia M. Cleaves.....	500	4th & 5th	63.3	56.7	89.5
4	Annah B. Jennings and Jane Culver.....	450	5th & 6th	60.6	55.	90.7
5	Anna A. Light.....	500	6th, 7th & 8th	70.	63.8	91.1
6	Maggie E. James.....	500	7th & 8th	68.9	63.9	92.7
7	Myra S. Felker.....	500				
8	Catharine C. Fox, Principal.....	525				
	Ada B. Dorsett, Assistant.....	500	8th, 9th 10th	72.5	66.3	91.4
9	Achsa C. Mott, Assistant .....	500	9th & 10th	88.	79.5	90.3
10	Almira S. Jennings, Assistant.....	500	9th & 10th	82.6	71.2	86.2
	A. R. Sabin, Teacher of Vocal Music.					
	Total .....			639.8	582.0	91.

REPORT BY GRADES.	Number of Teachers.	Largest No. belonging in any Month during the year.	Smallest No. belonging in any Month during the year.
First grade.....	1	42	18
Second grade .....	2	47	11
Third grade .....	2	81	40
Fourth grade .....	2	137	57
Fifth grade.....	2	90	29
Sixth grade.....	2	88	22
Seventh grade.....	2	132	24
Eighth grade.....	3	165	91
Ninth grade .....	3	171	51
Tenth grade.....	3	260	134

## JONES SCHOOL.

BOUNDARIES.—That portion of the South Division situated between Jackson street on the north, and Polk Street and Peck Court on the south.

SCHOOL LOTS, - - - Size, - - - - - { 150 by 212 feet. } Value \$33,000  
{ 50 by 106 feet. }

BUILDINGS. - - - Located corner Clark and Harrison.

	MAIN BUILDING.	BRANCH.
Erected, - - - - -	1844,	1858.
Material, - - - - -	Brick,	Wood.
Height, - - - - -	Two Stories,	Two Stories.
Size, - - - - -	53 by 71 feet,	26 by 45.
Value, - - - - -	\$10,500,	\$2,200.
SEATS, - - - - -	Grammar, No. 2, - - 166	.....
	Intermediate, No. 2, - 78	120
	Primary, No. 2, - 168	114
Total - - - - -	412	234 646

Besides these buildings, the city rents a room on Harrison street having No. 3 seats for 60 scholars.

*REPORT of Jones School for year from September 4, 1864, to July 14, 1865.*

No. of Div.	NAME OF TEACHER.	Salary.	Grade of Pupils.	Avg'e No. Belon.	Avg'e Daily Atten.	Per cent. of Atten.
1	Loander Stone, Principal.....	\$1,400				
	Electa E. Dewey, Head Assistant .....	500	1st & 2d	45.	42.6	94.7
2	Ellen C. Menden.....	500	2d & 3d	41.1	38.6	94.4
3	Mary E. Wright and Lavinia C. Perkins.....	450	4th & 5th	46.6	43.4	93.1
4	Mary E. Reed.....	500	5th	57.1	52.3	91.8
5	Emily C. Stevens and J. Minerva Kreamer	500	6th	54.6	49.9	89.5
6	Eliza L. Goss.....	500	6th & 7th	62.5	58.4	93.4
7	Isabella Morris.....	500	7th	63.1	58.6	92.8
8	Maggie Prendergast, Mary E. Wright } and Elizabeth A. Cole.....	450	7th & 8th	76.7	68.7	89.6
9	Fannie M. Nicol, Principal.....	525	8th & 9th	48.2	44.8	93.
10	Martha P. Fenimore, Assistant.....	500	9th & 10th	80.	71.2	89.
11	Julia Banyon, Assistant.....	500	9th & 10th	101.3	94.2	93.
HARRISON STREET BRANCH.						
*12	Anna H. Maddy.....	400	10th	79.7	71.5	89.7
O. Blackman, Teacher of Vocal Music.						
	Total.....	.....	.....	753.3	695.7	92.1

\*Organized in May.

REPORT BY GRADES.	Number of Teachers.	Largest No. belonging in any Month during the year.	Smallest No. belonging in any Month during the year.
First grade.....	1	27	21
Second grade.....	3	70	60
Third grade.....	1	71	46
Fourth grade.....	1	52	27
Fifth grade.....	2	105	40
Sixth grade.....	2	104	75
Seventh grade.....	3	188	139
Eighth grade.....	2		
Ninth grade.....	3	207	109
Tenth grade.....	8	312	194

## SCAMMON SCHOOL.

BOUNDARIES.—That portion of the West Division commencing on Fulton street at the river, thence following Fulton street to Green, Green street to Adams, Adams street to the river, and bounded on the East by the river.

SCHOOL LOT, - - - Size, - - - - - 203 by 205 feet. Value, \$25,375

BUILDINGS, - - - Located on Madison street, bet. Union and Halsted.

	MAIN BUILDING.	BRANCH.
Erected, - - - - -	1846,	1862.
Materials, - - - - -	Brick,	Wood.
Height, - - - - -	Two Stories,	Two Stories.
Size, - - - - -	50 by 72 feet,	60 by 36.
Value, - - - - -	\$10,500,	\$3,400.
SEATS, - - - - -		
Grammar, No. 2, - -	84	..
Intermediate, No. 2, -	84	128
Primary, No. 2, -	230	128
Total, - - - - -	398	256 654

## REPORT of Scammon School for year from September 1, 1864, to July 14, 1865.

No. of Div.	NAME OF TEACHER.	Salary.	Grade of Pupils.	Av'ge No. Belon.	Av'ge Daily Atten.	Per ct. of Atten.
1	A. Henry Vanzwoll, Principal.....	\$1,400				
	Ann E. Winchell, Head Assistant, and Annie L. Brooks.....	500	1st	62.3	60.2	96.6
2	Sarah J. Revel.....	500	2d	58.4	55.1	94.4
3	Sarah J. Kirby.....	450	3d	64.4	61.4	95.3
4	Sophia A. Burton.....	500	4th	68.8	65.1	94.6
5	Martha A. Merriman.....	500	5th	67.6	61.7	91.3
6	Sophronia L. Patch and Kate K. Raworth.....	450	6th	68.8	63.4	92.9
7	Judith A. Gaffney.....	500	7th	63.6	58.	91.2
8	Carrie H. Bradley, Principal.....	525	8th	67.9	61.6	90.7
10	Hattie A. S. Miller, Assistant.....	500	9th	68.4	62.2	90.9
9	Lois E. Clayberg, Principal, Eliza J. Coombs and Sophronia L. Patch.....	425	8th	64.4	57.8	89.8
11	Carrie Hatch, Assistant.....	500	9th	63.6	57.6	90.6
12	Emma H. Smith and Eliza J. Coombs.....	450	10th	81.8	69.7	85.2
	O. Blackman, Teacher of Vocal Music.					
	Total .....	.....	.....	800.	733.8	91.7

REPORT BY GRADES.	Number of Teachers.	Largest Number belonging in any Month during the year.	Smallest No. belonging in any Month during the year.
First grade.....	2	71	31
Second grade.....	1	47	32
Third grade.....	1	70	50
Fourth grade.....	1	74	33
Fifth grade.....	1	73	48
Sixth grade.....	1	96	65
Seventh grade .....	1	97	57
Eighth grade .....	2	135	69
Ninth grade.....	2	177	128
Tenth grade.....	1	187	76

## KINZIE SCHOOL.

BOUNDARIES.—That portion of the North Division bounded on the West by the river, on the South by the river to Dearborn street, thence following Dearborn street to Ohio, Ohio street to Clark, Clark street to Huron, Huron street to Wells, Wells street to Chicago avenue, and Chicago avenue to the river.

SCHOOL LOT, - - - - - Size, - - - - - 197 by 90 feet. Value, \$12,850

BUILDINGS, - - - - - Located on Ohio street, corner La Salle.

	MAIN BUILDING	BRANCH.
Erected, - - - - -	1845,	1862.
Materials, - - - - -	Brick,	Wood.
Height, - - - - -	Two Stories,	Two Stories.
Size, - - - - -	46 by 71 feet.	{ 56 by 39, with wing 26 by 44
Value, - - - - -	\$10,550	\$4,700.

SEATS, - - - - -	Grammar, No. 2, - 102	...
	Intermediate, No. 2, 102	189
	Primary, No. 2, - 256	189
Total, - - - - -	460	378 838

REPORT of Kinzie School for year from September 1, 1864, to July 14, 1865.

No. o. Div.	NAME OF TEACHER.	Salary.	Grade of Pupils.	Av'ge No. Belon.	Av'ge Daily Atten.	Per ct. of Atten.
1	Ira S. Baker, Principal.....	\$1,400				
	Ellen A. Mahoney, Head Assistant, and } M. Louise Wilson.....}	500	1st & 2d	40.	37.8	94.5
2	Emma C. Griffing and E. Josephine Ayer	400	3d & 4th	50.7	46.8	92.3
3	Hattie G. Lovering, Lydia M. Phelps } and Lizzie M. Rickards.....}	500	4th	53.9	52.9	98.1
4	Elizabeth Williams, Julia A. Davis and } Mary E. Gaffney.....}	500	4th & 5th	62.2	55.2	88.7
5	Lucy C. Truesdale.....	500	5th & 6th	65.2	60.2	92.3
6	Elizabeth G. Farrell.....	500	6th & 7th	65.1	59.2	91.
7	Hattie A. Studley and Elizabeth Williams.	450	7th & 8th	63.6	58.	91.
8	Mary E. Barney and Kate Lonergan.....	450	7th & 8th	63.3	57.5	90.8
9	Ellen J. Kennedy.....	500	8th & 9th	64.5	59.8	91.1
10	Ada F. Gifford, Principal.....	525	8th & 9th	84.4	74.7	88.5
12	Lydia M. Phelps, Assistant.....	450	9th & 10th	72.2	66.3	91.8
11	Gertrude G. Doggett, Principal.....	525	9th & 10th	81.9	74.3	90.7
13	Carrie Y. Dickinson, Assistant.....	500	9th & 10th	78.4	70.4	89.9
	O. Blackman, Teacher of Vocal Music.					
	Total .....	.....	.....	845.4	772.1	91.3

REPORT BY GRADES.	Number of Teachers.	Largest Number be- longing in any Month during the year.	Smallest No. belonging in any Month during the year.
First grade.....	2	26	15
Second grade.....	2	26	3
Third grade.....	2	34	17
Fourth grade.....	2	65	49
Fifth grade.....	1	65	21
Sixth grade.....	2	55	15
Seventh grade.....	3	73	19
Eighth grade.....	4	65	14
Ninth grade.....	4	67	12
Tenth grade.....	4	108	15

## FRANKLIN SCHOOL.

BOUNDARIES.—That portion of the North Division bounded on the West by the river from Haines street to Chicago avenue, thence following Chicago avenue to Wells street, Wells street to Oak, Oak street to Clark, Clark street to Elm, Elm street to the Lake, following the Lake to Schiller street, Schiller street to Larrabee, Larrabee street to Division, Division street to Haines, and Haines street to the river.

SCHOOL LOT, - Size, - - - - 181 by 264 feet. - - Value, \$11,765

BUILDINGS. - - Located corner Sedgwick and Division streets.

	MAIN BUILDING.	BRANCH <sup>1</sup>
Erected, - - - - -	1851,	1862.
Material, - - - - -	Brick,	Wood.
Height, - - - - -	Two Stories,	Two Stories.
Size, - - - - -	45 by 70 feet,	{ 56 by 39, with a wing 26 by 44,
Value, - - - - -	\$10,550,	\$4,700.
SEATS, - - - - -		
Grammar, No. 2,	100	...
Intermediate, No. 2,	82	189
Primary, No. 2,	246	189
Total,	428	378
		806

Besides the buildings belonging to the city, two branches are rented on Market street, with Primary seats No. 3, - - - 225  
 One Branch is rented on Bremer street, with Primary seats No. 3, 100  
 Total seats of all kinds, - - - - - 1,131

## FRANKLIN SCHOOL.—Continued.

REPORT of Franklin School for year from September 1, 1864, to July 14, 1865.

No. of Div.	NAME OF TEACHER.	Salary.	Grade of Pupils.	Av'ge No. Belon.	Av'ge Daily Atten.	Per ct. of Atten.
1	Albert G. Lane, Principal.....	\$1400				
	Maggie Dougall, Head Assistant, and Eliza Archard.....	450	1st & 2d	51.	49.3	96.7
	Flora E. Parish, Extra Teacher, and Henrietta Armstrong.....	500				
2	Amelia G. Fiske.....	500	3d	57.9	54.7	94.5
3	Sarah F. Kelly, Maggie Dougall and Henrietta Armstrong.....	400	4th	57.4	54.9	95.6
4	Emma Dickerman.....	500	5th	60.3	57.2	94.9
5	Averick T. Shockley.....	500	5th & 6th	61.7	58.4	94.7
6	Mary E. Brown and Flora R. Parish.....	450	6th	60.	57.4	95.7
7	*Emma J. Atwater.....	450	7th	64.4	60.7	94.3
8	Sarah E. Drake .....	450	7th & 8th	61.4	57.4	93.5
9	Virginia T. Dupuy.....	500	8th	63.5	59.5	93.7
10	Naomi Dougall, Principal.....	525	8th & 9th	61.5	57.9	94.1
12	Mary T. Schaefer, Assistant.....	450	9th & 10th	67.3	63.3	94.1
11	Lizzie C. Rust, Principal .....	525	8th & 9th	62.6	58.3	93.1
13	Mary E. Jennings, Assistant .....	500	9th & 10th	68.	62.9	92.5
	MARKET STREET BRANCH.					
14	Kate Clingman, Principal.....	525	9th & 10th	61.4	56.	91.2
15	Emma J. Thompson, Assistant, and Mary E. Brown.....	400	9th & 10th	73.5	72.6	92.5
	WHITE STREET BRANCH.					
16	Mary J. Synon.....	500	9th & 10th	82.7	78.5	94.9
17	Martha M. Williams.....	450	9th & 10th	82.4	76.3	92.6
	BRIDGE STREET BRANCH.					
18	Maggie Ghent.....	450	9th & 10th	90.9	98.2	98.3
	O. Blackman, Teacher of Vocal Music.					
	Total .....			1201.9	1133.5	94.3

REPORT BY GRADES.	Number of Teachers.	Largest No. belonging in any Month during the year.	Smallest No. belonging in any Month during the year.
First grade .....	1	21	14
Second grade .....	1	25	14
Third grade .....	1	82	34
Fourth grade.....	1	105	57
Fifth grade.....	2	83	25
Sixth grade .....	2	127	73
Seventh grade .....	3	149	122
Eighth grade.....	4	112	72
Ninth grade.....	9	315	192
Tenth grade.....	7	425	303

\* Deceased since close of School.

## WASHINGTON SCHOOL.

BOUNDARIES.—That portion of the West Division beginning on Fulton street at the river, thence following Fulton street to Ann, Ann street to Kinzie, Kinzie street to Noble, Noble street to Chicago avenue, Chicago avenue to Milwaukee avenue, Milwaukee avenue to Elston street, Elston street to the river, and the river to the place of beginning.

SCHOOL LOT - - - Size, - - - - 200 by 116 feet. Value, \$10,000

BUILDINGS, - - - Located corner W. Indiana and Sangamon Street,

	MAIN BUILDING.	BRANCH.
Erected, - - - -	1851,	1862.
Material, - - - -	Brick,	Wood.
Height, - - - -	Two Stories,	Two Stories.
Size, - - - -	45 by 70 feet,	{ 56 by 39, with wing 26 by 44
Value, - - - -	\$10,550,	\$4,700
SEATS, - - - -		
Grammar, No. 2, -	95	..
Intermediate, No. 2, -	95	192
Primary, No. 2, -	240	192
Total - - - -	430	884
		814
One Branch rented on Curtis street has		
Primary seats, No. 2, - - - -		60
Intermediate seats, No. 3, - - - -		175
One Branch rented on Union street has		
Intermediate seats, No. 3, - - - -		102
Total seats, - - - -		1151

REPORT of Washington School for year from September 1, 1864, to July 14, 1865.

No. of Div.	NAME OF TEACHER	Salary.	Grade of Pupils.	Av'ge No. Belon.	Av'ge Daily Atten.	Per ct. of Atten.
1	Benjamin R. Cutter, Principal.....	\$1,400				
	Helen A. Butler, Head Assistant.....	500	1st & 2d	55.1	51.7	93.9
	Jennie Culver, Extra Teacher .....	500	2d & 3d			
2	Sarah E. Osgood and Jeannie De C. Fletcher	450	3d & 4th	56.9	51.8	91.2
3	Hattie N. Winchell and Annie Kennicott.	450	4th & 5th	65.7	60.3	91.8
4	Helen D. Kendall and Julia A. Nelson.....	500	4th, 5th & 6th	66.8	61.5	92.
5	Sophia L. Dean .....	500	5th, 6th & 7th	61.9	55.7	90.
*6	Mary E. Buell.....	400	5th & th	60.4	42.1	86.2
7	Eliza A. Prentice.....	500	6th, 7th & 8th	65.	59.9	92.8
8	Lucy A. Kendall and Helen D. Kendall....	500	7th & 8th	67.9	61.4	90.4
9	Ada C. Miller.....	500	7th, 8th & 9th	68.6	63.	91.9
10	Julia A. Nelson and Lucy A. Kendall.....	500	7th, 8th & 9th	73.5	66.4	90.4
	CURTIS STREET BRANCH.					
11	Ellen M. Adams, Principal.....	525	6th, 7th & 8th	67.2	61.8	91.0
12	Anna M. Rickerson, Assistant.....	500	6th, 7th & 8th	75.	69.6	92.7
*13	Laure H. Stowe, Assistant.....	400	9th	54.6	45.1	82.5
	UNION STREET BRANCH.					
14	Maria K. Jennings, Principal.....	525	9th & 10th	49.3	43.8	88.9
15	Ellen R. Melendy, Assistant.....	500	9th & 10th	51.8	46.1	89.
	MAIN BUILDING.					
16	Jeannie De C. Fletcher, Principal.....	525	9th & 10th	60.7	52.	85.7
17	Helen A. Barker Assistant and Rebecca C. Gosselin.....	400	9th & 10th	116.1	97.5	83.9
18	Nannie D. Warner, Principal, and L. Eva Stow.....	525	9th & 10th	64.	57.1	89.2
19	Henrietta Nelson, Assistant, and Nannie D. Warner .....	400	9th & 10th	111.6	.6	85.7
	O. Blackman, Teacher of Vocal Music.					
	Total,.....	.....	.....	1292.1	1142.4	88.4

\* Organized in May.

## WASHINGTON SCHOOL.—Continued.

REPORT BY GRADES.	Number of Teachers.	Largest No. belonging in any Month during the year.	Smallest No. belonging in any Month during the year.
First grade.....	1	33	0
Second grade.....	3	47	11
Third grade.....	2	67	37
Fourth grade.....	3	165	50
Fifth grade .....	4	129	41
Sixth grade.....	6	180	29
Seventh grade.....	7	252	73
Eighth grade.....	6	250	131
Ninth grade .....	9	378	155
Tenth grade.....	6	469	180

## MOSELEY SCHOOL.

BOUNDARIES.—That portion of the South Division situated between Eighteenth street and Ridgeley Place, and east of Dyer avenue.

SCHOOL LOT,	Size,	200 by 224 feet.	Value,	\$18,000
BUILDING,	Located on Michigan avenue, cor.	Twenty-fourth st.		
	Erected,	1856.		
	Material,	Brick.		
	Height,	Three stories.		
	Size,	78 by 58 feet.		
	Value,	\$22,125.		
SEATS,	Grammar, No. 1,	190		
	Intermediate, No. 1,	252		
	Primary, No. 1,	256		
			698	
One room rented in Chicago Orphan Asylum, with				
Primary seats, No. 2,			80	
	Total seats,		778	

REPORT of Moseley School for year from September 1, 1864, to July 14, 1865.

No. of Div.	NAME OF TEACHER.	Salary.	Grade of Pupils.	Av'ge No. Belon.	Av'ge Daily Atten.	Per ct. of Atten.
1	Jeremiah Slocum, Principal.....	\$1,400	1st, 2d & 3d	54.6	51.6	94.6
	Harriet Barnes, Head Assistant.....	500	2d & 3d	57.	54.6	94.
2	Addie M. Moore and Harriet M. Paine.....	500	3d & 4th	56.7	53.	95.6
3	Hattie A. Briggs and Nellie S. Phillips.....	500	4th, 5th& 6th	60.2	55.6	92.4
4	Rachel A. Coale and Addie M. Moore .....	500	5th & 6th	59.3	55.2	93.1
5	Frank E. Sutherland and Hannah Dick- inson .....	450	6th & 7th	68.2	62.	90.9
6	Ella A. Kimball and Hattie A. Briggs.....	500	7th & 8th	67.4	64.7	96.
7	Susan E. Church and Anna B. McMillan.....	500	8th	67.8	62.2	90.1
8	Lucia A. Briggs and Rachel A. Coale.....	450	9th & 10th	70.2	64.2	91.5
9	Emma Couch.....	450	9th & 10th	64.6	59.9	92.6
10	Mary E. Clark.....	500	9th & 10th	68.2	61.1	89.6
11	Laura Reed .....	450	9th & 10th			
ORPHAN ASYLUM BRANCH.						
*12	Lizzie Van Patten.....	400	10th	56.8	51.4	90.4
	O. Blackman, Teacher of Vocal Music.					
	Total,.....			751.	695.5	92.6

\*Organized in June.

REPORT OF GRADES.	Number of Teachers.	Largest No. belonging in any Month during the year.	Smallest No. belonging in any Month during the year.
First grade.....	2	28	20
Second grade .....	3	75	37
Third grade .....	4	70	38
Fourth grade .....	3	113	36
Fifth grade.....	2	72	34
Sixth grade.....	3	90	39
Seventh grade.....	3	116	69
Eighth grade .....	2	145	86
Ninth grade .....		206	113
Tenth grade.....	4	127	76

## BROWN SCHOOL.

**BOUNDARIES.**—That portion of the West Division bounded on the West by the City Limits from Taylor street to Kinzie, thence following Kinzie street to Ann, Ann street to Fulton, Fulton street to May, May street to Randolph, Randolph street to Ann, Ann street to Madison, Madison street to Loomis, Loomis street to Taylor, Taylor street to the City Limits.

**SCHOOL LOT,** - - - Size, - - - - 262 by 122 feet. Value, \$10,480

**BUILDING,** - - - Located on Warren street, bet. Wood and Page street.

Erected, - - - - - 1857.

Material, - - - - - Brick.

Height, - - - - - Three Stories.

Size, - - - - - 60 by 84 feet.

Value, - - - - - \$24,195.

**SEATS,** - - - Grammar, No. 1, - - - - 189

Intermediate, No. 1, - - - - 252

Primary, No. 1, - - - - 256

Total, - - - - - 697

One room rented at corner of Madison and Robey  
streets. Seats, - - - - - 100

Total Seats, - - - - - 797

*REPORT of Brown School for year from September 1, 1864, to July 14, 1865.*

No. of Div.	NAME OF TEACHER.	Salary.	Grade of Pupils.	Av'ge No. Belon.	Av'ge Daily Atten.	Per ct. of Atten.
1	Samuel H. White, Principal.....	\$1,400				
	N. Ella Flagg, Head Assistant.....	500	1st & 2d	55.8	52.6	94.3
2	Mary J. Creswell and Miriam S. Sherman.....	500	2d & 3d	61.5	57.5	93.5
3	Clara H. Perkins and Mary J. Creswell.....	500	3d & 4th	59.2	55.2	93.3
4	Mary J. Coin.....	500	4th & 5th	61.1	58.2	95.2
5	Helen C. Litchfield, Ellen A. Mahony } and Clara H. Perkins.....}	450	5th, 6th & 7th	60.3	55.9	92.7
6	Leonice B. Woodford.....	500	6th & 7th	59.1	54.2	91.7
7	Mary D. Green.....	500	7th & 8th	60.	56.5	94.2
8	Lizzie Skelton.....	500	8th & 9th	59.9	53.6	89.5
9	Lydia C. Avery.....	500	8th & 9th	61.1	56.	91.8
10	Laura E. Caster.....	500	9th & 10th	61.3	55.6	90.7
11	Georgianna H. Moody and M. C. Miller.....	450	9th & 10th	65.7	58.5	89.
MADISON STREET BRANCH.						
*12	Nancy A. Helm.....	450	9th & 10th	79..	68.3	86.5
	O. Blackman, Teacher of Vocal Music.					
	Total .....	.....	.....	741.1	685.	92.5

\*Organized in May.

## BROWN SCHOOL.—Continued.

REPORT BY GRADES.	Number of Teachers.	Largest No. belonging in any Month during the year.	Smallest No. belonging in any Month during the year.
First grade.....	1	41	21
Second grade.....	2	62	19
Third grade.....	2	96	51
Fourth grade.....	2	99	61
Fifth grade.....	2	60	57
Sixth grade.....	2	66	35
Seventh grade.....	2	125	13
Eighth grade.....	3	153	65
Ninth grade.....	5	147	70
Tenth grade.....	3	194	53

## FOSTER SCHOOL.

BOUNDARIES.—That portion of the West Division bounded on the East and South by the river, on the West by the City Limits from the river to Taylor street, thence following Taylor street to Blue Island avenue, Blue Island avenue to Polk street and Polk street to the river.

SCHOOL LOT, Size, 200 by 172 feet. Value, \$5,000.

BUILDINGS, - Located on Union street near Twelfth.

MAIN BUILDING.	BRANCH NO. 1.	BRANCH NO. 2.
Erected, - - - - 1857,	1862,	1855.
Material, - - - - Brick,	Wood,	Wood.
Height, - - - - Three Stories,	Two Stories,	Two Stories.
Size, - - - - 60 by 84 feet,	44 by 58 feet,	26 by 42 feet.
Value, - - - - \$24,195,	\$3,424,	\$1,670.

SEATS, -	Grammar, No. 1, -	189		
	Intermediate, No. 1, -	252	No. 2, 126	No. 2, 72
	Primary, No. 1, -	256	No. 2, 126	No. 2, 72
	Total, - - - -	697	252	144

The city owns another building standing upon leased ground at the corner of Halsted and Twelfth streets, purchased in 1864. It is one story in height; size, 60 by 30, with a wing 20 by 25; valued at \$1,000; with Primary Seats, No. 3, for 245 pupils.

Besides these buildings, a room is rented on Maxwell street near Halsted, which seats 140 pupils.

Total seats of all kinds, - - - - - 1,478

*Teachers College Library*

## FOSTER SCHOOL.—Continued.

REPORT of Foster School for year from Sept. 1, 1864, to July 14, 1865.

No. of Div.	NAME OF TEACHER.	Salary.	Grade of Pupils.	Av'ge No. Belon.	Av'ge Daily Atten.	Per ct. of Atten.
1	George W. Spofford, Principal.....	\$1,400				
	Jennie E. McLaren, Head Assistant.....	500				
	M. Louise Wilson, Extra Teacher, Ellen A. Mahony and Ann E. Winchell....}	500	1st & 2d	54.8	52.3	95.5
2	Belinda N. Jones.....	500	2d & 3	55.3	52.	94.
3	Fanny C. Bass.....	500	4th	53.6	49.4	92.2
4	Ann E. Alden.....	500	4th	57.6	52.6	91.3
5	Anna M. Amesbury, Josephine E. Miller and Ann E. Winchell,.....}	450	4th	63.3	56.9	89.8
6	Annie E. McLaren.....	500	4th	58.4	52.8	90.4
7	Katie E. Snoad.....	450	5th	61.7	58.9	92.2
8	Lottie A. Foley and Sarah J. Buchanan.....	450	5th	61.2	55.8	90.8
9	Emily C. Currier and Anna M. Amesbury.....	450	6th	60.4	54.9	91.
10	Hannah P. Gay and Melissa B. Rounds.....	400	6th & 7th	64.5	59.6	92.4
11	Helen M. Woodbury.....	500	6th & 7th	64.	59.7	93.3
12	Catharine Fomhof.....	500	7th	66.5	61.	91.7
13	Lizzie W. Pickering.....	500	7th & 8th	60.8	55.7	91.6
14	Grace M. Godwin and Fannie S. Gurley.....	500	8th	68.	62.3	91.6
15	Arville C. De Luce.....	500	8th	66.2	59.9	91.9
16	Josephine E. Miller, Anna B. McMillan and Susan E. Church.....	450	8th	71.6	64.5	90.
	Tamimie E. Flowers, Principal.....	525				
17	Jennie A. Fennimore, Assistant.....	450				
18	Isabella J. Willard, Assistant.....	450	9th	87.5	77.8	88.8
19	Jennie I. Merriam, Assistant, and Grace M. Godwin.....	450	9th	97.4	85.5	87.7
	*MAXWELL STREET BRANCH.					
20	Frances J. Owen, Principal.....	525	8th & 9th	78.3	66.8	85.3
21	Harriet A. McDonnell, Assistant.....	400	9th	80.1	70.6	87.5
	TWELFTH STREET BRANCH.					
22	Jennie E. Shelby, Frances J. Owen and Laura A. Merritt.....	450	10th	101.7	96.	94.4
23	Laura A. Merritt and Jennie I. Merriam.....	500	10th	97.7	87.1	89.2
24	Mary D. Stevens, Jennie E. Shelby and Lucia E. F. Kimball.....	400	10th	115.3	102.6	88.8
	O. Blackman, Teacher of Vocal Music.					
	Total,.....	.....	.....	1734.8	1575.7	90.9

\*Opened in May.

REPORT BY GRADES.	Number of Teachers.	Largest No. belong- ing in any Month during the year.	Smallest No. belonging in any Month during the year
First grade.....	2	39	26
Second grade.....	4	70	19
Third grade.....	1	92	15
Fourth grade.....	4	167	31
Fifth grade.....	2	245	73
Sixth grade.....	3	179	113
Seventh grade.....	4	231	162
Eighth grade.....	6	250	80
Ninth grade.....	5	466	284
Tenth grade.....	3	466	204

## OGDEN SCHOOL.

**BOUNDARIES.**—That portion of the North Division bounded on the East by the Lake, on the South by the River from the Lake to Dearborn street, thence following Dearborn street to Ohio, Ohio street to Clark, Clark street to Huron, Huron street to Wells, Wells street to Oak, Oak street to Clark, Clark street to Elm, and Elm street to the Lake.

SCHOOL LOT, - - -	Size, - - - - -	179 by 108 feet.	Value \$11,635
BUILDING, - - -	Located, on Chestnut street, b. Dearborn and Wolcott.		
	Erected, - - - - -	1856.	
	Material, - - - - -	Brick.	
	Height, - - - - -	Three Stories.	
	Size, - - - - -	60 by 80 feet.	
	Value, - - - - -	\$22,195.	
SEATS, - - - - -	Grammar, No. 1, - - - - -	190	
	Intermediate, No. 1, - - - - -	252	
	Primary, No. 1, - - - - -	<u>256</u>	
	Total, - - - - -	698	

*REPORT of Ogden School for year from September 1, 1864, to July 14, 1865.*

No. of Div.	NAME OF TEACHER.	Salary.	Grade of Pupils.	Avg'ge No. Belon.	Avg'ge Daily Atten.	Per ct. of Atten.
1	F. S. Heywood. Principal.....	\$1,400				
	Rebecca E. Jones, Head Assistant, and } Hattie E. Crandall.....	500	1st & 2d	55.3	52.1	94.1
2	Lizzie A. Foltz, Rebecca E. Jones, Ellen T. Lander, Annie Kavanaugh and S. A. Brooks .....	450	3d & 4th	57.7	53.4	92.5
3	Carrie B. Skeer, Lizzie A. Foltz, Jennie E. Farnsworth and Josephine E. Miller .....	450	4th	62.2	57.7	92.8
4	E. Josephine Ayer and Lucy E. Ransom..	500	4th & 5th	61.7	56.	90.8
5	Frances A. Speer and Ophelia G. Bracken..	500	5th & 6th	64.	59.7	93.2
6	Annie M. Duffy.....	500	6th	65.3	61.4	94.
7	Frances M. Smith.....	500	7th	72.1	66.9	92.7
8	Sarah E. Austin.....	500	8th & 9th	77.4	71.1	91.9
9	Clara A. Haley, Nancy A. Helm and } Ada F. Dorsett .....	400	9th	82.1	70.4	87.
10	Annie E. Young and Carrie B. Skeer.....	400	10th	96.2	84.7	88.4
11	Semantha E. Sheppard and Frances A. Speer .....	450	10th	101.5	90.8	89.5
	O. Blackman, Teacher of Vocal Music.					
	Total,.....	.....	.....	795.5	724.	91.

REPORT BY GRADES.	Number of Teachers.	Largest No. belonging in any Month during the year.	Smallest No. belonging in any Month during the year.
First grade.....	2	28	00
Second grade.....	2	66	34
Third grade .....	1	65	32
Fourth grade.....	3	131	68
Fifth grade.....	2	93	51
Sixth grade.....	2	159	118
Seventh grade.....	1	80	00
Eighth grade.....	1	115	28
Ninth grade .....	2	162	66
Tenth grade.....	2	273	183

## NEWBERRY SCHOOL.

BOUNDARIES.—That portion of the North Division bounded on the East by the Lake from Schiller street to the City Limits, on the North by the City Limits, on the West by the River from the City Limits to Haines street, thence following Haines street to Division, Division street to Larrabee, Larrabee street to Schiller, and Schiller street to the Lake.

SCHOOL LOT, - - - - -	Size, - - - - -	200 by 148 feet.	Value, \$5,000
BUILDING, - - - - -	Located, corner of Willow and Orchard streets.		
	Erected, - - - - -	1858.	
	Material, - - - - -	Brick.	
	Height, - - - - -	Four Stories.	
	Size, - - - - -	{ 74 by 78, with wing 50 by 58.	
	Value, - - - - -	\$27,189.	
SEATS, - - - - -	Grammar, No. 1, - - - - -	189	
	Intermediate, No. 1, - - - - -	252	
	Primary, No. 1, - - - - -	256	
	Total, - - - - -	697	

Nearly 200 No. 1 seats have been put into this building this summer.

Besides this building, the city occupied two branches, one at Nickersonville, with 64 No. 2 seats, and one at the Rolling Mill, with No. 3 seats for 100 pupils: making in all, seats used last year, 841. The Rolling Mill Branch has been discontinued for the ensuing year.

## REPORT of Newberry School for year from September 1, 1861, to July 14, 1865.

No. of Div.	NAME OF TEACHER.	Salary.	Grade of Pupils.	Av'ge No. Belon.	Av'ge Daily Atten.	Per ct. of Atten.
1	Curtis C. Meserve, Principal.....	\$1,400				
	Emma Hooke, Head Assistant.....	500	1st, 2d & 3d	44.	40.	93.
2	Clara M. Todd and Ella A. Kimball.....	500	3d & 4th	37.	34.	94.
3	Emilie Cooke, Clara M. Todd and Emma K. H. Wright.....	450	4th	44.	39.	88.
4	F. Emma Coss and Clara M. Todd.....	450	4, 5, 6 & 7	56.	52.	92.
5	Ellen V. Lamb.....	500	6th, 7th & 8th	54.	50.	94.
6	Gertrude Brayton.....	450	7th & 8th	59.	51.	87.
7	Patty A. Hack and Lizzie R. Hatch.....	400	7th, 8th & 9th	53.	47.3	83.
8	Ardelia J. Ellinwood.....	500	7th, 8th & 9th	63.	55.	87.
9	Mary McNeil.....	500	8th, 9th, 10th	62.	54.	87.
10	Caroline E. Young.....	500	8th, 9th, 10th	66.	59.	89.
11	Louise C. Sterling, Hattie N. Winchell and Lizzie J. Nichols (substitute).....	450	8th, 9th, 10th	59.4	49.	83.
*12	Fannie A. Prouty (substitute).....	.....	9th & 10th	72.	60.	83.
13	Emma K. H. Wright and F. Emma Coss.....	450	9th & 10th	70.	61.	87.
14	Ann E. Chapman.....	500	9th & 10th	72.2	63.2	87.
	NICKERSONVILLE BRANCH.					
15	Mary L. Dodge.....	450	6, 7, 8, 9 & 10	44.	40.2	91.
16	Maggie O'Reilly, Principal, and Emilie Cooke.....	475	5th, 6th & 8th	37.	33.6	90.
17	Lizzie A. Perkins, Assistant, and Maggie O'Reilly.....	400	9th & 10th	69.	62.1	90.
	ROLLING MILL BRANCH.					
	O. Blackman, Teacher of Vocal Music.					
	Total .....	.....	.....	961.6	850.4	88.4

\* Organized in June.

† Organized in January.

## NEWBERRY SCHOOL.—Continued.

REPORT BY GRADES.	Number of Teachers.	Largest No. belonging in any Month during the year.	Smallest No. belonging in any Month during the year.
First grade.....	2	13	00
Second grade.....	2	42	00
Third grade.....	4	33	00
Fourth grade.....	3	88	45
Fifth grade.....	2	25	00
Sixth grade.....	4	99	18
Seventh grade.....	6	143	47
Eighth grade.....	9	97	95
Ninth grade.....	11	215	113
Tenth grade.....	9	325	231

## WELLS SCHOOL.

BOUNDARIES.—That portion of the West Division bounded on the East by the River from Elston street to North avenue, thence following North avenue to the City Limits, on the West by the City limits from North avenue to Kinzie street, thence following Kinzie street to Noble, Noble street to Chicago avenue, Chicago avenue to Milwaukee avenue, Milwaukee avenue to Elston street, and Elston street to the River.

SCHOOL LOT, - - - Size, - - - - - 250 by 180 feet. Value, \$2,500

BUILDING, - - - Located, corner of Reuben and Cornelia streets. Erected, 1855, and moved to its present site in 1859. Material, - - - - - Wood. Height, - - - - - Two stories. Size, - - - - - 42 by 46 feet. Value, - - - - - \$1,670.

SEATS, - - - - Grammar, No. 2, - - - - - 64  
Intermediate, No. 2, - - - - - 64

Two Branches are rented, one upon Reuben street near Chicago avenue, seating 200 pupils, and the other upon Milwaukee avenue near Cornell street, seating 140 pupils.

Total seats, - - - - - 468

A building is in process of erection, to be four stories high and capable of accommodating 1,000 pupils.

## WELLS SCHOOL.—Continued.

REPORT of Wells School for year from September 1, 1864, to July 14, 1865.

No. of Div.	NAME OF TEACHER.	Salary.	Grade of Pupils.	Avg'ge No. Belon.	Avg'ge Daily Atten.	Per ct. of Atten.
1	Jeremiah Mahoney, Principal .....	\$1,000	1, 2, 3 & 4	60.5	57.8	95.4
2	Annie E. McWade .....	500	5th, 6th & 7th	81.3	74.1	91.
	REUBEN STREET BRANCH.					
3	Olive Backus, Principal .....	525	7th, 8th & 9th	71.4	67.6	94.7
4	Jennie Kendall, Assistant .....	450	8, 9 & 10	78.9	72.3	91.6
5	Mary A. Evans .....	500	8, 9 & 10	122.6	106.	86.
	*MILWAUKEE AVENUE BRANCH.					
6	Helen Waite, Principal .....	425	9th & 10th	61.8	53.5	86.5
7	Lizzie D. White, Assistant .....	400	10th	65.2	56.5	86.5
	O. Blackman, Teacher of Vocal Music.					
	Total, .....	.....	.....	541.7	487.8	90.

\* Organized in May.

REPORT BY GRADES.	Number of Teachers.	Largest No. belonging in any Month during the year.	Smallest No. belonging in any Month during the year.
First grade .....	1	10	3
Second grade .....	1	8	0
Third grade .....	1	35	11
Fourth grade .....	1	45	22
Fifth grade .....	1	52	30
Sixth grade .....	1	61	17
Seventh grade .....	2	71	27
Eighth grade .....	2	90	42
Ninth grade .....	2	123	70
Tenth grade .....	2	177	27

## SKINNER SCHOOL.

**BOUNDARIES.**—That portion of the West Division bounded on the East by the River from Polk street to Adams, thence following Adams street to Green, Green street to Fulton, Fulton street to May, May street to Randolph, Randolph street to Ann, Ann street to Madison, Madison street to Loomis, Loomis street to Taylor, Taylor street to Blue Island avenue, Blue Island avenue to Polk street, and Polk street to the River.

**SCHOOL LOT.**—Size, - - - - - 145 by 189 feet. - - - Value, \$9,425

**BUILDING.**— Located, corner of Jackson and Aberdeen Streets.  
 Erected, - - - - - 1859.  
 Material, - - - - - Brick.  
 Height, - - - - - Four Stories.  
 Size, - - - - - { 74 by 78, with a  
 wing 50 by 58.  
 Value, - - - - - \$30,385.

**SEATS,** - - - Grammar, No. 1, - - - - - 315  
 Intermediate, No. 1, - - - - - 567  
 Primary, No. 1, - - - - - 513

Total, - - - - - 1395

## SKINNER SCHOOL.—Continued.

REPORT of Skinner School for year from September 1, 1864, to July 14, 1865.

No. of Div.	NAME OF TEACHER.	Salary.	Grade of pupils.	Av'ge No. Belon.	Av'ge Daily Atten.	Per ct. of Atten.
1	A. N. Merriman, Principal.....	\$1,400				
	Mary A. Merriman, Head Assistant, and Caroline S. Aspinwall.....	500	1st & 2d	50.5	45.7	90.
	Caroline S. Aspinwall, Extra Teacher, and Allie A. Loveless.....	500				
2	Lizzie Smith and Laura D. Ayres.....	450	2d & 3d	59.8	53.3	89.2
3	Ellen T. Landen and Mary E. Waterman.....	450	2d & 3d	53.6	49.	91.3
4	L. Georgiana Loomis.....	500	3d.	55.7	50.2	90.2
5	E. A. Noyes.....	450	4th	60.3	54.1	89.7
6	Mary T. Davis.....	500	4th	60.3	53.6	88.9
7	Louise J. Spalding and Martha Throop.....	400	4th & 5th	66.3	58.1	87.6
8	Lucy E. Ransom and Celia E. Stowe.....	500	4th, 5th, 6th	62.8	55.5	88.4
9	Annie E. T. imingham.....	500	5th	63.5	57.3	90.3
10	Lonise M. Dunning and Allie A. Loveless.....	500	6th & 7th	66.6	56.8	85.3
11	Lizzie M. Kennedy.....	500	6th & 7th	65.4	59.	90.2
12	Emily L. Trimingham.....	450	6th & 7th	71.	63.9	90.
13	Phebe J. Bailey.....	500	6th & 7th	69.1	60.7	87.8
14	Clara L. Lane.....	500	7th, 8th, 9th	66.4	59.1	89.
15	Ida R. Dewey.....	500	8th	63.2	56.6	89.6
16	Charlott <sup>e</sup> A. Lamb.....	500	8th & 9th	67.3	61.	90.6
17	Mary G. Sinclair.....	500	8th & 9th	65.6	57.5	87.7
18	Annie K. Moulton.....	500	9th & 10th	65.8	58.1	88.2
19	Sarah O. Flagg.....	500	9th & 10th	62.5	55.4	88.7
20	Laura A. Leonard.....	500	9th & 10th	66.4	59.1	88.9
21	Frances L. Yates.....	500	10th	64.	55.6	87.
22	Lucia E. F. Kimball.....	450	10th	58.1	48.4	83.4
O. Blackman, Teacher of Vocal Music.						
Total.....		1384.1		28.	88.7	

REPORT BY GRADES.	Number of Teachers.	Largest Number be- longing in any Month during the year.	Smallest No. belonging in any Month during the year.
First grade.....	2	58	36
Second grade.....	3	97	33
Third grade.....	3	176	65
Fourth grade.....	5	253	123
Fifth grade.....	3	191	56
Sixth grade.....	4	173	42
Seventh grade.....	5	198	131
Eighth grade.....	5	258	160
Ninth grade.....	6	284	119
Tenth grade.....	5	249	73

## HAVEN SCHOOL.

BOUNDARIES.—All that portion of the South Division situated between Peck Court and Polk street on the North, and Eighteenth street on the South.

SCHOOL LOT, - - - Size, - - - - - 150 by 170 feet. Value, \$15,000  
 BUILDING, - - - Located, on Wabash avenue, near Sixteenth street.  
 Erected, - - - - - 1862.  
 Material, - - - - - Brick.  
 Height, - - - - - Four Stories.  
 Size, - - - - - 68 by 86.  
 Value, - - - - - \$22,786.

SEATS, - - - - -	Grammar, No. 1, - - - - -	252
	Intermediate, No. 1, - - - - -	252
	Primary, No. 1, - - - - -	378
Total, - - - - -		882

*REPORT of Haven School for year from September 1, 1864, to July 14, 1865.*

No. of Div.	NAME OF TEACHER.	Salary.	Grade of Pupils.	Av'ge No. Belon.	Av'ge Daily Atten.	Per ct. of Atten.
1	James J. Noble, Principal.....	\$1,400				
2	Matilda F. Noble, Head Assistant.....	500	1st & 2d	44.8	41.2	91.9
3	Harriet M. Paine and Laura A. Kellogg...	500	3d	57.5	53.3	92.6
4	Lucy Denison...	500	4th	56.2	51.9	92.2
5	Sophronia A. Barker.....	500	5th	61.7	57.8	93.7
6	Sophia A. Dow.....	500	5th & 6th	61.4	57.8	94.1
7	Lavinia C. Perkins and Celia G. Whipple..	500	6th	60.2	55.7	92.5
8	Lucy A. Williams.....	500	7th & 8th	60.8	55.6	91.5
9	Sylvia E. Walker.....	500	8th	61.4	55.5	90.8
10	M. Edna Comstock.....	500	8th & 9th	62.2	56.3	90.8
11	Jennie Hart.....	500	8th & 9th	62.5	56.3	90.
12	Marian Mackway.....	600	9th	62.6	56.3	90.
13	Sarah A. Brooks.....	450	9th	63.8	56.8	89.
14	Anna C. Rich.....	500	10th	71.	61.7	86.8
	Eliza Lundgreen.....	500	10th	68.	61.6	90.5
	O. Blackman, Teacher of Vocal Music.					
	Total .....	.....	.....	853.8	778.	91.1

REPORT BY GRADES.	Number of Teachers.	Largest No. belonging in any Month during the year.	Smallest No. belonging in any Month during the year.
First grade.....	2	24	13
Second grade.....	2	56	19
Third grade.....	1	74	27
Fourth grade.....	1	81	60
Fifth grade.....	2	102	74
Sixth grade.....	2	107	67
Seventh grade.....	1	105	61
Eighth grade.....	4	169	85
Ninth grade.....	4	301	156
Tenth grade.....	2	227	118

## SOUTH CHICAGO SCHOOL.

BOUNDARIES.—All that portion of the South Division lying South of Ridgley place, and East of Dyer avenue.

SCHOOL LOT, - - - Rented.

BUILDING, - - - Located, on Douglas Place, near Calumet Avenue.

Erected, - - - - -	—	—	—	—	—	—
Material, - - - - -	—	—	—	—	—	Wood.
Height, - - - - -	—	—	—	—	—	One Story.
Size, - - - - -	—	—	—	—	—	22 by 44 feet.
Value, - - - - -	—	—	—	—	—	\$840.

SEATS, - - - - -	Grammar, No. 2, - - - - -	48
	Primary, No. 3, - - - - -	60

Total, - - - - -	108
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*REPORT of South Chicago School for year from September 1, 1864, to July 14, 1865.*

No. of Div.	NAME OF TEACHER.	Salary.	Grade of Pupils.	Av'ge No. Belon.	Av'ge Daily Atten.	Perct. of Atten.
1	Rodney Welch. Principal.....	\$800	1, 2, 3, 4 & 5	31.	29.	94.
2	Ellen J. Noble and Sarah E. Sanger.....	400	7, 8, 9 & 10	49.	43.	88.
	O. Blackman, Teacher of Music.					
	Total,.....	.....	.....	80.	72.	90.

REPORT BY GRADES.	Number of Teachers.	Largest No. belonging in any Month during the year.	Smallest No. belonging in any Month during the year.
First grade .....	1	4	3
Second grade .....	1	6	3
Third grade .....	1	9	3
Fourth grade .....	1	8	4
Fifth grade.....	1	16	9
Sixth grade.....	0	0	0
Seventh grade .....	1	22	3
Eighth grade.....	1	8	4
Ninth grade .....	1	13	7
Tenth grade .....	1	46	20

## BRIDGEPORT SCHOOL.

BOUNDARIES.—Bounded on the North by the River from the City Limits to Dyer avenue, thence following Dyer avenue South to the City Limits, and on the South and West by the City Limits.

SCHOOL LOT, - - - Size, 115 by 237, (Triangular.) Value, \$1,200.

## BRIDGEPOET SCHOOL.—Continued.

BUILDING, - - -	Located, corner of Bridge street and Archer road.
Erected, - - -	Wood.
Material, - - -	Wood.
Height, - - -	Two Stories.
Size, - - -	{ 28 by 66, with a wing 24 by 40.
Value - - -	\$5,000.
SEATS, - - -	128
Grammar, No. 2, - - -	72
Intermediate, No. 2, - - -	72
Primary, No. 2, - - -	72
Primary, No. 3, - - -	120
Total, - - -	392

*REPORT of Bridgeport School for year from September 1, 1864, to July 14, 1865.*

of Div.	NAME OF TEACHER.	Salary.	Grade of Pupils.	Av'ge No. Belon.	Av'ge Daily Atten.	Per ct. of Atten.
1	Charles F. Babcock, Principal .....	\$1,000	1, 2, 3, 4,	32.9	30.1	91.5
2	Annie Kavanagh, Annie Kerr and } Augusta E. La Bonty.....}	450	5th & 6th	52.3	45.6	87.4
3	Bridget A. Kelly .....	500	7th, 8th & 9th	56.	49.8	88.9
4	Fannie G. Matthews .....	450	9th	61.4	52.9	86.1
5	Eleanor Kavanagh.....	500	10th	72.4	59.6	82.3
O. Blackman, Teacher of Vocal Music.						
Total .....		.....	.....	275.	238.	86.6

REPORT BY GRADES.	Number of Teachers.	Largest No. belong- ing in any Month during the year.	Smallest No. belonging in any Month during the year.
First grade.....	1	5	3
Second grade.....	1	12	6
Third grade.....	1	18	8
Fourth grade.....	1	19	8
Fifth grade .....	1	28	11
Sixth grade.....	1	60	34
Seventh grade.....	1	40	14
Eighth grade.....	1	43	15
Ninth grade.....	2	78	45
Tenth grade.....	1	92	33

## HOLSTEIN SCHOOL.

BOUNDARIES.—All that portion of the West Division lying North of North avenue, and West of the River.

SCHOOL LOT, - - - Size, - - - - - 100 by 145 feet. Value, \$600

BUILDING, - - - Located, on Courtland street, near Henshaw.

Erected, - - -	Wood.
Material, - - -	One Story.
Height, - - -	24 by 34 feet.
Size, - - -	
Value, - - -	\$670.

## HOLSTEIN SCHOOL.—Continued.

SEATS,	Grammar, No. 2,	40
	Intermediate, No. 2,	40
Total,		80

*REPORT of Holstein School for year from September 1, 1864, to July 14, 1865.*

No. Div.	NAME OF TEACHER.	Salary.	Grade of Pupils.	Av'ge No. Belon.	Av'ge Daily Atten.	Per cent. of Atten.
1	Sarah E. Lyon, Principal.....	\$500	1st to 10th	57.8	50.5	87.4

The following table will show the relative attendance in the Primary and Grammar Divisions of each of the schools of the city. I hope hereafter, to be able to give the attendance in each of the Grades of Primary and Grammar Divisions.

The calculation is based upon the Average Number Belonging, for the year 1864-5.

The first column gives the Per Cent. of Attendance in the Grammar Divisions, and the second column that of the Primary Divisions.

SCHOOLS.	Per cent. Gram'r.	Per cent. Prim'y.	SCHOOLS.	Per cent. Gram'r.	Per cent. Prim'y.
Dearborn.....	26	74	Ogden .....	26	74
Jones .....	14	86	Newberry .....	15	85
Scammon .....	32	68	Wells .....	11	89
Kinzie .....	21	79	Skinnner .....	30	70
Franklin .....	14	86	Haven .....	19	81
Washington .....	14	86	So. Chicago .....	38	62
Moseley .....	25	75	Bridgeport .....	12	88
Brown .....	28	72	Holstein.....	26	74
Foster .....	19	81			
Total in all Schools.....				21	79

Taking the schools together, it will be seen that but little more than one-fifth of those enrolled ever enter the Grammar Department. It is also true, that less than one-ninth of those entering the Grammar Department, apply for admission into the High School. By far the greater part of our work, is Primary work.

## ANNUAL EXAMINATION OF THE SECOND AND THIRD GRADES.—APRIL 13, 1865.

*Upon Second Grade Studies*—1st. All classes then in the Second Grade which entered the Grade previous to the 5th day of January, 1865.

2nd. All classes promoted to the First Grade since January 1st, 1865.

*Upon Third Grade Studies*—1st. All classes then in the Third Grade which entered the Grade previous to the 15th day of September, 1864.

2nd. All classes promoted to the Second Grade since February 15th, 1865.

SCHOOL.	DIVISION.	No. of Scholars Examined.	Average Age of Scholars.	Grade of Pupils.	AVERAGE IN EACH STUDY.			GENERAL AVERAGE.
					Arithmetick.	Penmanship.	Spelling.	
Dearborn .....	First .....	13	Y. 16 5	Second .....	55.8	52.8	60.	63.8
" .....	Second .....	19	14 9	Third .....	64.6	69.6	70.5	72.6
Jones .....	Second .....	13	13 6	Second .....	75.6	63.8	65.3	62.4
" .....	Second .....	22	13 2	Third .....	40.2	46.8	61.7	62.4
Scammon .....	Second .....	31	13 6	Second .....	71.2	62.2	47.4	61.3
" .....	Second .....	24	13 2	Third .....	31.2	38.0	61.1	56.1
Kinzie .....	First .....	18	14 5	Second .....	41.	54.2	50.	65.8
" .....	Second .....	24	13 4	Third .....	6	52.6	62.2	62.8
Franklin .....	First .....	16	14 4	Second .....	10 1/2	49.9	70.8	57.1
" .....	First .....	21	13 11	Third .....	1	86.2	92.3	80.4
					10 1/2	76.9	82.6	77.1
					Third .....	71.6	47.1	65.5
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.3	.....	68.6
					10 1/2	75.5	68.1	68.2
					Third .....	71.6	.....	68.6

\* First Grade Pupils, but recently transferred from Second Grade.

The classes were examined upon the following subjects and in the order named:

For Second Grade—Arithmetic, Grammar, History, Spelling.

For Third Grade—Arithmetic, Grammar, Geography, Spelling.

## NATIVITY OF PUPILS.

The following Schedule shows the birth place of all the pupils registered in the Public Schools, during the last five years.

	1860	1861	1862	1863	1864-5		1860	1861	1862	1863	1864-5		1860	1861	1862	1863	1864-5
Chicago.....	5029	5792	6714	8498	12002	Florida.....	0	0	1	3	3	Italy.....	4	5	2	1	18
Illinois out of						Alabama.....	3	4	9	16	23	Nova Scoti.....	4	10	4	2	6
Chicago.....	809	840	1034	1563	2380	Mississippi.....	22	13	16	30	41	Poland.....	4	4	2	3	3
Illinois.....	119	117	97	106	157	Louisiana.....	25	27	31	30	47	Atlantic Ocean.....	4	4	4	2	12
Maine.....	165	165	47	74	89	Texas.....	11	11	11	17	14	West Indies.....	3	3	2	4	14
New Hampshire.....	120	98	97	130	173	Arkansas.....	1	2	2	3	9	Brazil.....	2	2	2	3	3
Vermont.....	606	624	571	639	862	California.....	16	16	12	18	20	British Amer.....	0	0	0	0	0
Massachusetts.....	30	51	31	45	61	Oregon.....	1	0	0	1	0	P. R. Edw'd's Id.....	2	2	5	3	4
Rhode Island.....	237	198	239	256	298	New Mexico.....	0	0	0	0	0	Mexico.....	1	1	2	1	1
Connnecticut.....	3015	2979	2979	3262	4060		*					Hanover.....	1	0	1	1	0
New York.....	115	136	140	189	232	Germany.....	1649	1202	916	767	950	Id. of Ginevra's	1	0	0	0	0
New Jersey.....	349	365	382	432	566	England.....	822	645	601	613	754	Australia.....	1	0	0	0	0
Pennsylvania.....	6	7	6	6	120	Ireland.....	608	423	315	238	491	China.....	1	1	2	1	2
Delaware.....	68	76	68	112	130	Canada.....	423	383	378	448	719	Africa.....	1	1	0	0	0
Maryland.....	8	20	18	18	20	Scotland.....	217	160	137	143	168	Icealand.....	1	1	0	0	0
Dist. Columbia.....	40	46	45	53	68	Wales.....	133	99	88	83	92	Isle of Man.....	1	1	4	2	0
Virginia.....	530	536	584	658	878	Sweden.....	92	90	148	186	269	Hungary.....	0	1	2	2	2
Ohio.....	138	136	175	238	328	Norway.....	61	71	42	33	47	Saxony.....	0	2	0	0	1
Indiana.....	334	318	357	462	603	France.....	46	30	28	38	68	Cent. America.....	0	3	0	1	0
Michigan.....	363	386	489	710	1032	Holland.....	24	25	33	36	52	Burmah.....	0	1	2	2	2
Wisconsin.....	3	4	24	44	76	Prussia.....	18	15	16	12	16	Costa Rica.....	0	0	0	0	0
Minnesota.....	46	45	69	131	286	New Brunswick.....	17	10	10	17	30	Chili.....	0	0	0	0	0
Iowa.....	120	133	151	206	259	Wales.....	17	21	36	45	70	Borneo.....	0	0	0	1	1
Missouri.....	104	121	122	150	165	Bohemia.....	13	10	12	4	7	Portugal.....	0	0	0	0	0
Kentucky.....	8	19	12	37	55	Switzerland.....	13	13	18	28	47	Sicily.....	0	0	0	0	3
Tennessee.....	2	3	2	8	10	Belgium.....	9	3	9	9	9	Russia.....	0	0	0	0	3
Kansas.....	0	0	0	3	6	Austria.....	7	9	6	5	4	Turkey.....	0	0	0	0	2
Nebraska.....	5	3	4	3	7	New Foundl'dlnd.....	6	6	5	5	5	India.....	0	0	0	0	1
North Carolina.....	10	6	6	9	12	St. Helena Is'd.....	6	6	4	10	10	Unknown.....	54	65	91	107	162
South Carolina.....	9	8	7	8	10	Denmark.....						Total.....	16547	16441	15521	21188	29080

### GENERAL SUMMARY OF ATTENDANCE.

TABLE No. 1, exhibits the attendance of pupils in each of the schools for the year ending July 14, 1865.

TABLE No. 2, exhibits the attendance by grades, as to maximum and minimum numbers. The average attendance by grades cannot be given accurately, and is therefore omitted. Each of the District Schools is divided into ten grades, numbered respectively, 1st, 2d, &c., grades. The grades from 1 to 4 inclusive, are denominated the *Grammar Department*, and the grades from 5 to 10, inclusive, are denominated the *Primary Department*. Each department is divided into divisions, which correspond as nearly as possible with the grades, but in many divisions pupils of more than one grade are found. The divisions of each school, are made to correspond with the number of teachers employed, while the grades are arranged with reference to the Course of Instruction.

\* The Colored School was closed at the end of the Winter Term; the figures as far as they are given are for one year, ending April 14, 1865.

TABLE No. 2.

SCHOOLS.	1st Grade.	2d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	8th Grade.	9th Grade.	10th Grade.
	Maximum number.	Minimum number.								
Dearborn	42	18	47	11	81	40	137	57	90	29
Jones.....	37	21	47	22	70	60	62	27	106	90
Scammon.....	71	31	75	34	70	60	74	33	105	73
Kinzie.....	15	26	34	14	65	57	65	51	105	63
Franklin.....	21	14	25	14	67	57	65	51	105	63
Washington.....	33	0	47	11	70	58	113	39	120	41
Moseley.....	28	20	75	25	70	50	60	34	72	31
Brown.....	41	21	62	19	96	69	61	57	90	60
Ogden.....	39	26	70	19	92	75	92	51	125	73
Newberry.....	28	0	68	34	65	32	17	68	93	61
Wells.....	18	0	42	0	35	0	8	45	25	0
Skinner.....	10	3	8	0	35	11	45	22	62	30
Haven.....	58	36	97	35	176	65	176	65	123	91
South Chicago.....	24	13	66	19	74	27	61	60	102	74
Bridgeport.....	4	3	6	3	9	3	4	8	19	8
Holstein.....	6	3	12	6	18	8	18	8	28	11

## PUPILS DISTINGUISHED FOR PUNCTUALITY.

*Not Absent or Tardy a Single Half Day* during the last School Year, commencing September, 1865.

*High School*.—James M. Adsit, Walter A. Brooks, William M. Evans, Willie George, Fernand Henrotin, Reuben Knox, Charles T. Moulton, John T. Mullen, Edward R. Parker, Bryant Saltonstall, Samuel H. Smith, Calvin Stambaugh, Samuel H. Warrington, Lucy S. Brown, Christina Chalmers, Bertha J. Coss, Frederica W. Ginther, Hattie E. Hitchcock, Frederika B. Hull, Mary A. Lacey, Ida J. Law, Maria Leonard, Emma Lloyd, Agnes Magee, Annie M. Miller, Mary Packard, Frances A. Sharp, Emma Thompson.—28.

*Dearborn School*.—C. Frederic Bradley, Philip Haas, William McDougall, William Monroe, Ben Peabody, Emma Monroe.—6.

*Scammon School*.—Adolph Bodenschatz, Alfred Booth, Alfred Carlisle, John Erby, Joseph Emery, Fred. Forch, John Holliday, Emery Webster, M. Clara Adams, Helen M. Barry, Emily Carlisle, Ella Emery, Fannie Pratt, Natalie Schenckowitz, Bertha Schenckowitz, Adeline Schenckowitz, Annie Thompson.—17.

*Kinzie School*.—Esther A. Teare.—1.

*Franklin School*.—Michael Clifford, Alexander Elder, Andrew Fleming, Hugh McCreadie, George Nichols, Frank Stickman, Lizzie Fleming, Mary Hopewell.—8.

*Washington School*.—John Lantry, George Lipe, Augustus Nohren, Libbie Christian, Clara Culver.—5.

*Moseley School*.—Fred. Blake, Willie Garnett, Frank Moore, Kittie Marshall, Rose Morris.—5.

*Brown School*.—U. George Taylor, Mary Higgins, S. Ellen Kirk.—8.

*Foster School*.—Willie S. Belfield, Charles Tomes, Selener E. Belfield, Eliza Favor, Katy King.—5.

*Ogden School*.—Michael Long, Lizzie Henderson, Delia O'Neil, Julia Stambaugh.—4.

*Newberry School*.—Paul Raehard, Christine Kemper, Maggie Kemper.—3.

*Wells School*.—Sophia Zincke.—1.

*Skinner School*.—Edward J. Vaughn, S. Augusta Downs, Orinda Light, Ann Elizabeth Page.—4.

*Haven School*.—John C. Mahoney, Frederick T. Smith, Barbara Cure, Julia Everitt, Helen Green, Angelina Marston.—6.

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*Not Absent a Single Half Day* during the last School Year, commencing September 1, 1865, additional to the names embraced in the previous list.

*High School*.—George W. Moulton, Hattie A. Cook, Mary F. D'Wolf Angie E. Goode, Minnie Leonard, Sophia Wilson.—6.

*Dearborn School*.—Jacob Griefenhagen, Henry Hickey, Wilson McMillan, Howard Mullina.—4.

*Scammon School*.—Clarence Bryan, Edgar Gibson, Carrie Edwards, Amelia Reid.—4.

*Franklin School*.—Charles Swain, Sophia Hintze, Abby L. Munn.—3.

*Washington School*.—Rufus Flanders.—1.

*Moseley School*.—Lawrence F. Reinhard.—1.

*Brown School*.—Charles Miller, Amelia Ackerman.—2.

*Foster School*.—James O'Malley, Elsie Lund.—2.

*Newberry School*.—William D. Rowlands.—1.

*Wells School*.—Emil Fisher, Janette McWade.—2.

*Bridgeport School*.—Hanora Burke.—1.

*Not Absent* in two consecutive years.

*High School*.—Agnes Magee, Reuben Knox, Calvin Stambaugh.

*Haven School*.—Barbara Cure.

*Not Absent nor Tardy* in two consecutive years.

*Scammon School*.—Bertha Schenckowitz, Natalie Schenckowitz.

*Franklin School*.—Michael Clifford.

*Brown School*.—U. George Taylor.

*Foster School*.—Katie King.

*Ogden School*.—Michael Long.

*Newberry School*.—Maggie Kemper.

*Skinner School*.—S. Augusta Downs.

*Not Absent nor Tardy* in three consecutive years.

*Newberry School*.—Christine Kemper.

*Not Absent nor Tardy* in four consecutive years.

*Foster School*.—Eliza J. Favor.

#### MOSELEY FUND.

In 1856, a fund of \$1,000 was established by FLAVEL MOSELEY, Esq., the interest of which is expended in purchasing text books for indigent children attending the Public Schools.

## FOSTER MEDAL FUND.

In 1857, DR. JOHN H. FOSTER established a fund of \$1,000, the avails of which are expended in procuring medals and other rewards of merit for the most deserving pupils attending the Grammar Departments of the District Schools.

## AWARD OF FOSTER MEDALS FOR 1864.

*Dearborn School*.—Laura Titsworth, William Youngs, Arthur Wheeler, Alice Drake.

*Jones School*.—Celia Owen, Clara L. Burnham, Carrie V. Burt.

*Scammon School*.—Anna C. Goodrich, Nellie C. Kerrigan, Minnie J. McCammon, C. Maie Walker.

*Kinzie School*.—Lavinia Ryan, Fanny Wynn, Hannah McCarthy.

*Franklin School*.—Augusta M. Hempseed, Charles A. Tinkham, Laura A. King.

*Washington School*.—Amelia Richberg, Carrie M. Reed, Carrie Edwards.

*Moseley School*.—Eva M. Ross, Joseph Adams, Belle Stobie.

*Brown School*.—Jennie Wainwright, M. Helen Waite, F. Humphrey Briggs, Carrie E. Moseley.

*Foster School*.—Jennie E. Gillespie, Lizzie O'Neil, Amelia M. Platt.

*Ogden School*.—Mary E. Minnis, Annie M. Somerville, Mary A. Fitzpatrick, George A. Brintnall.

*Newberry School*.—Louise A. Kemper, Mary M. D. Wadington.

*No. Twelve School*.—Virginia Von Horn.

*Skinner School*.—Alice A. Bunker, Lillie Boyden, Mary E. Sheahan, Agnes Mackie, Walter S. Haines, Fannie A. Campbell.

*Haven School*.—John S. Lawrence, Charlotte O. Backus, Virginia Burnham.

*South Chicago School*.—Fanny B. Brandon.

*Bridgeport School*.—Annie E. Kavanagh.

*Colored School*.—Elizabeth Smith.

## AWARD OF FOSTER MEDALS FOR 1865.

*Dearborn School*.—C. Frederic Bradley, Agnes McCarty, Nilla M. Adams, Frank A. Bradley.

*Jones School*.—Miriam Schwaub, Sarah White.

*Scammon School*.—Theresa M. Guth, M. Clara Adams, M. Cora Patterson, Carrie C. Hahn.

*Kinzie School*.—Ella A. Newell, Laura T. Riley, John Donahue.

*Franklin School*.—Lillian Johnstone, Kate Jensen, Ida Vanbon, George Nichols.

*Washington School*.—Lizzie M. Flaven, James Beavis, Ellen F. Sabin, Patrick H. Flynn.

*Moseley School*.—Alice B. Tullis, Fannie Perrin, Sarah Hunt, Julius Steele.

*Brown School*.—S. Ellen Kirk, Anna E. Byrne, Edwin J. Bartlett, Lucy A. Rambo.

*Foster School*.—Fannie H. Main, Fannie E. Fennimore, Jennie M. G. Reid, Emma Merrill.

*Ogden School*.—John P. Lenox, N. Hopkins Blatchford, Ella B. Turner, William G. Robertson.

*Newberry School*.—Adelia A. Speer, Mary A. Hyslip.

*Wells School*.—Emilie Louisa Affeld.

*Skinner School*.—Estelle O. Swift, Belle F. Smith, Susan Edwards, Augusta M. Downs, Agnes Du Four, Mae Manford.

*Haven School*.—Caroline S. Sanders, Harriet M. Beldam, Hannah Mayer.

*South Chicago School*.—Alice C. Irvin.

#### JONES FUND.

In 1858, WILLIAM JONES, Esq., established a fund of \$1,000, the interest of which is applied for the benefit of Jones School, in procuring text books for indigent children, books of reference, maps, globes, etc.

#### BRYANT & STRATTON SCHOLARSHIPS.

In 1859, Messrs. BRYANT, BELL & STRATTON, (now Bryant & Stratton,) donated one Life Scholarship in their Commercial College, to the most deserving pupil in Scholarship, Department and Attendance, in the Master's Division of each of the District Schools, annually for the period of ten years; and two Life Scholarships to the most deserving of the graduates of the High School, annually for ten years, one of whom must be selected from the Normal Department.

#### AWARD OF SCHOLARSHIPS FOR 1864.

*High School*.—Fannie E. Osborn, Isabella Patterson.

*Dearborn School*.—William Olcott.

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*Jones School*.—Ida Irene Law.  
*Scammon School*.—Lloyd G. Gage.  
*Kinzie School*.—Anna De Lea.  
*Franklin School*.—Patty A. Hack.  
*Washington School*.—Charles E. Roberts.  
*Moseley School*.—Carrie F. Garnett.  
*Brown School*.—William W. Evans.  
*Foster School*.—Emily Brown.  
*Ogden School*.—Calvin J. Stambaugh.  
*Newberry School*.—Mary J. Williams.  
*No. Twelve School*.—Isabella Currer.  
*Skinner School*.—David L. Holbrook.  
*Haven School*.—Henry Eoff.  
*South Chicago School*.—Jennie Fairman.  
*Bridgeport School*.—Charles H. Stebbins.

AWARD OF SCHOLARSHIPS FOR 1865.

*High School*.—Anna A. Osgood, Lettie A. Loomis.  
*Dearborn School*.—Ella L. Evarts.  
*Jones School*.—Carrie Kohn.  
*Scammon School*.—Henry Solomon.  
*Kinzie School*.—Esther H. Teare.  
*Franklin School*.—Ella Hill.  
*Washington School*.—Clara Culver.  
*Moseley School*.—Eva Manierre.  
*Brown School*.—Alice E. Pickard.  
*Foster School*.—Selener E. Belfield.  
*Ogden School*.—Maria T. O'Neil.  
*Newberry School*.—Curtis D. Meserve.  
*Wells School*.—Lucy Maria Howard.  
*Skinner School*.—Lizzie B. Sinclair.  
*Haven School*.—Eliza S. Higgins.  
*South Chicago School*.—Josephine J. Cleaves.  
*Bridgeport School*.—John T. Hogan.  
*Holstein School*.—August Steinhause.

NEWBERRY FUND.

In 1862, WALTER L. NEWBERRY, Esq., established a fund of \$1,000, the interest of which is applied for the benefit of the Newberry School, in procuring text books for indigent children, school apparatus, books for reference, etc.

## SCHOOL FUND.

The amount of real estate now belonging to the School Fund, within the limits of the city, is estimated at.....	\$900,000
Amount of real estate outside of the city.....	25,000
Money loaned, principal .....	52,040
Wharfing Lot Fund.....	61,130
Whole amount of School Fund.....	<u>\$1,038,170</u>

A considerable portion of the real estate belonging to this fund is not now available, and much of it is leased on very low rents.

The income of the School Fund, for the year ending July 15th, 1865, including also the dividend from the State Fund, was as follows :

Interest on Loans.....	\$10,324.77
Rents .....	19,292.90
State Dividend.....	<u>18,929.70</u>
Amount.....	\$48,547.37

The sum required to pay the salaries of the Teachers and Superintendent, is in part furnished by the avails of the School Fund, which cannot be applied to any other purpose. During the last year the aid required from the School Tax Fund, in meeting these salaries, was \$83,425.

Amount of Two Mill Tax for 1864..... \$97,465.56

## EXPENDITURES FOR SUPPORT OF SCHOOLS.

TABLE No. 3, gives a detailed statement of the several items that make up the expenditures for School purposes in each of the Schools, (not including the Evening Schools,) for the year ending August 31, 1865.

The Summary, as compared with the expenditures for the year 1863, is as follows :

	1864-5.	1863.
Salaries of Teachers.....	\$181,034.91	\$88,111.56
Amount paid for fuel.....	17,400.02	9,311.78
Salaries of Janitors.....	8,087.64	5,358.40
Repairs, supplies, rents and incidentals.....	18,881.16	10,523.50
Interest on School Property, at 6 per cent..	<u>33,684.54</u>	<u>38,350.22</u>
Total .....	<u>\$209,688.27</u>	<u>\$146,655.46</u>

Increase in expenditures, \$63,032.81; or nearly 43 per cent. The increase in number of children attending school is 25 per cent., and adding to this the increased cost of fuel, supplies, and janitor's wages, which is nearly 14 per cent. upon the expenditures of 1863, it leaves but a trifle over 4 per cent. as the real increase upon salaries paid teachers, an increase by no means sufficient to meet the increased expenses of living for the same period.

*Cost of Schools per Pupil.*—The school which shows the least cost per pupil is not necessarily the *most economical* school, all things considered, but it is generally the *most crowded* school. The relative value of school property, in different parts of the city, upon which 6 per cent. interest is allowed in making up the total cost of instruction per pupil, must be taken into account when considering the twelfth column of the table.

The ninth column, gives a fairer basis of comparison than the twelfth column.

The cost per pupil, as compared with 1863, is given under several heads :

	1864-5.	1863.
1. Cost of tuition .....	\$9.71	\$8.14
2. Cost of Tuition and Incidentally, including fuel, repairs, &c, .....	13.03	10.47
3. Total cost to the city, including 6 per cent. interest upon value of School Property.....	15.53	13.55

The above estimate includes the High School. If we separate the High School from the District Schools, we shall have the following exhibit :

Cost per Pupil, in High School .....	\$56.72
"    "    " District Schools .....	14.61

*Permanent Improvements.*—The amount expended during the year, upon permanent improvements, is \$5,693.50.

*Cost of Tuition per Pupil, as compared with other cities :*

Chicago .....	\$ 9.71
New York.....	17.29
Boston .....	15.71
Cincinnati .....	10.07
Philadelphia .....	9.88
St. Louis .....	15.52

## APPENDIX.

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TABLE No. 3.

SCHOOLS.	No. of Teachers July, 1866.	Average No. of Scholars.	Cost of Tuition per Pupl.	Amount paid for Tuition.	Cost of Tuition per Pupl.	Amount paid for Jantors.	Amount paid for Keperts, Supplies, and other expenses.	Total amount paid for Schools.	Cost per cent. Inter- est on School Property.	Total cost of Inter- est, including six per cent. interest on School Property.	Total cost of Inter- est, including six per cent. interest on School Property.	Total cost of Inter- est, including six per cent. interest on School Property.	Amount paid for Fuel.	Amount paid for Fuel.	Amount paid for Fuel.	Cost per Pupl. Amount.	Total per Pupl. Amount.	Total cost of Instruction.	Puel during winter of 1863-4.	Puel paid for Fuel during winter of 1862-3.	
High.....	10	297	\$11,647.87	\$39.22	\$970.30	\$359.08	\$679.14	\$13,556.89	\$45.98	\$3,187.92	\$16,844.81	\$56.72	\$962.79								
Dearborn.....	12	717	6,744.24	558.06	411.12	111.05	8,750.34	12,20	3,652.56	12,402.90	317.30	317.94									
Jones.....	13	690	6,822.28	9.88	747.57	378.29	8,777.23	12,72	2,750.52	11,527.75	16.70	444.86									
Scammon.....	13	800	7,207.05	9.01	860.08	901.38	9,319.51	11,65	2,307.12	11,686.63	14.61	534.14									
Klinzie.....	14	846	7,637.00	9.03	706.84	424.04	1,024.46	9,792.34	11.57	1,693.98	11,486.22	13.68	478.93								
Franklin.....	20	1,129	10,013.49	8.57	1,294.47	708.00	1,655.13	13,581.69	12.03	1,629.18	15,210.27	13.47	715.98								
Washington.....	21	1,169	10,339.88	8.62	1,495.00	666.44	1,446.00	13,447.36	11.63	1,524.60	15,471.96	12.90	776.06								
Mussey.....	13	703	6,607.66	9.40	1,427.55	620.67	1,009.15	9,005.03	13.75	2,631.70	12,196.73	17.35	891.24								
Brown.....	13	680	6,835.64	10.06	1,151.48	643.67	889.63	9,920.32	14.00	2,215.38	11,735.70	17.26	877.87								
Foster.....	27	1,613	13,101.06	8.12	1,619.69	768.50	2,549.99	18,039.24	11.18	2,160.18	20,199.42	12.62	868.29								
Wells.....	12	786	6,498.76	8.27	1,110.63	598.53	1,736.29	9,941.21	12.65	2,149.80	12,091.01	15.26	772.68								
Newberry.....	18	861	8,456.70	9.82	1,637.65	487.84	1,021.82	11,664.01	13.36	2,006.70	13,610.71	15.69	700.24								
Skinner.....	7	438	3,011.75	6.88	238.65	290.89	637.83	4,279.10	9.77	262.12	4,531.22	10.35	260.38								
Skinner.....	24	1,386	12,284.73	8.95	1,523.34	778.47	1,426.51	16,153.05	11.86	2,583.60	19,006.66	13.71	979.05								
Haven.....	15	843	8,219.81	9.75	1,454.26	676.06	1,268.64	11,018.77	13.78	2,433.66	14,052.45	16.67	917.17								
South Chicago.....	2	78	1,236.71	16.59	43.39	121.82	112.86	1,381.78	20.25	51.96	1,633.74	20.93	71.90								
Bridgerton.....	5	275	2,846.63	10.35	193.29	283.25	319.56	3,642.73	13.25	416.10	4,058.83	14.76	131.69								
Holstein.....	1	58	498.57	9.60	47.30	83.09	66.84	696.80	12.00	77.46	773.26	13.33	38.59								
*Colored.....	101	858	19	8.59	100.00	115.00	184.75	1,267.93	12.55	1,267.93	1,267.93	12.65	71.69								
Total.....	240	13,500	\$131,934.91	\$0.71	\$17,400.02	\$8,687.64	\$18,881.16	\$176,903.73	\$13.03	\$33,684.54	\$209,688.27	\$15.63	\$10,243.82								

\*The expenses of the Colored are made up for one year ending May 1, 1865.

## TEACHERS OF THE PUBLIC SCHOOLS.

November, 1865.

## HIGH SCHOOL.

George Howland, *Principal*,  
 Edw'd C. Delano, *Normal Dept.*  
 N. Ella Flagg, *Model School*.  
 James R. Dewey,  
 George P. Welles,  
 Edward C. Porter,  
 Oscar Faulhaber,  
 Selim H. Peabody,  
 Carol Gaytes,  
 Gertrude Van Patten,  
 Annie E. Trimingham.

## DEARBORN SCHOOL.

George D. Broomell, *Principal*,  
 Alice J. Jennings, *Head Assistant*,  
 Alice L. Barnard,  
 Celia M. Cleaves,  
 Annah B. Jennings,  
 Anna A. Light,  
 Maggie E. James,  
 Lettie A. Loomis,  
 Catharine C. Fox,  
 Marie L. Nellegar,  
 Achsa C. Mott,  
 Mary A. Lacey.

## JONES SCHOOL.

Moses Ingalls, *Principal*.  
 Electa E. Dewey, *Head Assistant*.  
 Ellen C. Mendsen,  
 Mary E. Wright,  
 Mary E. Reed,  
 Emily C. Stevens,  
 Eliza L. Goss,  
 Isabella Morris,  
 Mary E. Barney,

Fannie M. Nicol,  
 Emma Couch,  
 Julia Banyon.

## HARRISON STREET BRANCH.

Anna H. Maddy.

## SCAMMON SCHOOL.

A. H. Vanzwoll, *Principal*,  
 Ann E. Winchell, *Head Assistant*,  
 Sarah J. Revell,  
 Sophia A. Burton,  
 Frank E. Sutherland,  
 Almira S. Jennings,  
 Sophronia L. Patch,  
 Carrie Hatch,  
 Carrie H. Bradley,  
 Judith A. Gaffney,  
 Hattie A. S. Miller,  
 Lois E. Clayberg,  
 Emma H. Smith.

## KINZIE SCHOOL.

Ira S. Baker, *Principal*,  
 Lizzie Williams, *Head Assistant*,  
 Emma S. Griffing,  
 Hattie G. Lovering,  
 Mary F. Luccock,  
 Lottie E. Byington,  
 Elizabeth G. Farrell,  
 Hattie A. Studley,  
 Maggie Prendergast,  
 Ellen J. Kennedy,  
 Ada F. Gifford,  
 Lydia M. Phelps,  
 Carrie Y. Dickinson,  
 Gertrude G. Doggett.

## FRANKLIN SCHOOL.

Albert G. Lane, *Principal*,  
 Maggie Dougall, *Head Assistant*,  
 Flora R. Parish, *Extra Teacher*,  
 Amelia G. Fiske,  
 Sarah F. Kelly,  
 Emma Dickerman,  
 Averick T. Shockley,  
 Mary E. Brown,  
 Sarah E. Drake,  
 Virginia T. Dupuy,  
 Mary T. Schaefer,  
 Naomi Dougall,  
 Emma J. Thompson,  
 Lizzie C. Rust,  
 Lizzie Goodwin.

## MARKET STREET BRANCH.

Kate Clingman,  
 Lucy S. Patrick.

## WHITE STREET BRANCH.

Mary J. Synon,  
 Martha M. Williams,  
 Mary B. O'Neil,  
 Hattie F. Spooner.

## BREMER STREET BRANCH.

Maggie J. Ghent,  
 Sarah A. Bradley.

## WASHINGTON SCHOOL.

Benjamin R. Cutter, *Principal*,  
 Helen A. Butler, *Head Assistant*,  
 Jane Culver, *Extra Teacher*,  
 Sarah E. Osgood,  
 Hattie N. Winchell,  
 Helen D. Kendall,  
 Sophia L. Dean,  
 Eliza A. Prentice,  
 Lucy A. Kendall,  
 Ada C. Thayer,  
 Julia A. Nelson,  
 Jeannie DeC. Fletcher,  
 Anna M. Rickerson,

Helen A. Barker,  
 Henrietta Nelson.

## INDIANA STREET BRANCH.

Mary E. Buel,  
 Semantha E. Sheppard.

## CURTIS STREET BRANCH.

Ellen A. Adams,  
 Laura H. Stowe,  
 Laura J. Boring.

## UNION STREET BRANCH.

Maria K. Jennings,  
 Ellen R. Melendy.

Pauline M. Reed, *T'ch'r of Germ'n.*

## MOSELEY SCHOOL.

Jeremiah Slocum, *Principal*,  
 Harriet Barnes, *Head Assistant*,  
 Hattie A. Briggs,  
 Sarah J. Kirby,  
 Rachel A. Coale,  
 Lucia A. Briggs,  
 Addie M. Moore,  
 Augusta B. Clarke,  
 Lizzie A. Van Patten,  
 Martha P. Fenimore,  
 Mary E. Clark,  
 Ellen J. Noble.

## BROWN SCHOOL.

Samuel H. White, *Principal*,  
 Mary J. Creswell, *Head Assistant*,  
 Clara H. Perkins,  
 Carrie B. Skeer,  
 Mary J. Coin,  
 Helen C. Litchfield,  
 Leonice B. Woodford,  
 Mary D. Green,  
 Lizzie Skelton,  
 Lydia C. Avery,  
 Laura E. Caster,  
 Georgianna Moody.

## MADISON STREET BRANCH.

Nancy A. Helm,  
Myra S. Felker.

## FOSTER SCHOOL.

George W. Spofford, *Principal*,  
M. Louise Wilson, *Head Assist'nt*,  
Martha A. Merriman, *Ex. Teacher*,  
Belinda N. Jones,  
Fanny C. Bass,  
Ann E. Alden,  
Anna M. Amesbury,  
Annie McLaren,  
Katie E. Snoad,  
Lottie A. Foley,  
Emily C. Currier,  
Melissa B. Rounds,  
Helen M. Woodbury,  
Lizzie W. Pickering,  
Catharine Fornhof,  
M. Grace Godwin,  
Arvilla C. De Luce,  
Josephine E. Miller,  
Tammie E. Flowers,  
Isabella Patterson,  
Jennie A. Fennimore,  
Isabella J. Willard,

## DE KOVEN STREET BRANCH.

Frances J. Owens,  
Harriet A. McDonnell,  
Rose A. McCarthy.

## TWELFTH STREET BRANCH.

Jennie I. Merriam,  
Jennie E. Shelby,  
Fannie G. Matthews.

## MAXWELL STREET BRANCH.

Laura A. Merritt,  
Mary D. Stevens.

## OGDEN SCHOOL.

F. S. Heywood, *Principal*,  
Rebecca E. Jones, *Head Assist'nt*,  
Lizzie A. Foltz,

Sarah J. Binney,  
E. Josephine Ayer,  
Jane Dougall,  
Anna M. Duffy,  
Frances M. Smith,  
Clara A. Haley,  
Sarah E. Austin,  
Annie E. Young,  
Mary P. Sinclair.

## NEWBERRY SCHOOL.

Albert R. Sabin, *Principal*,  
Emma Hocke, *Head Assistant*,  
Maria H. Haven,  
Clara M. Todd,  
Emilie Cooke,  
F. Emma Coss,  
Ellen V. Lamb,  
Hannah P. Gay,  
Patty A. Hack,  
Louise J. Spalding,  
Mary McNeil,  
Caroline E. Young,  
Maggie O'Reiley,  
Lizzie A. Perkins,  
Ann E. Chapman,  
Emma K. H. Wright,  
Lizzie J. Nichols.

## NICKERSONVILLE BRANCH.

Mary L. Dodge.

## WELLS SCHOOL.

Jeremiah Mahoney, *Principal*,  
Anna E. McWade.

## REUBEN STREET BRANCH.

Olive Backus,  
Mary A. Evans,  
Frederica E. Thomas.

## MILWAUKEE AVENUE BRANCH.

Helen M. Waite,  
Mary J. Kendall.

## SKINNER SCHOOL.

**A. N. Merriman**, *Principal*,  
**Caroline S. Aspinwall**, *Head Ass't*,  
**Mary A. Merriman**, *Ex. Teacher*,  
**Lizzie Smith**,  
**Ellen T. Lander**,  
**Lucia E. F. Kimball**,  
**E. A. Noyes**,  
**Sarah J. Ellithorpe**,  
**Martha Throop**,  
**Lucy E. Ransom**,  
**Laura A. Leonard**,  
**Louise M. Dunning**,  
**Lizzie M. Kennedy**,  
**Emily L. Trimingham**,  
**L. Georgiana Loomis**,  
**Clara L. Lane**,  
**Ida R. Dewey**,  
**Charlotte A. Lamb**,  
**Mary G. Sinclair**,  
**Annie K. Moulton**,  
**Sarah O. Flagg**,  
**Lizzie D. White**,  
**Frances L. Yates**,  
**Phebe J. Bailey**.

## HAVEN SCHOOL.

**James J. Noble**, *Principal*,  
**Matilda F. Noble**, *Head Assist'nt*,

**Harriet M. Paine**,  
**Lucy Denison**,  
**Sophronia A. Barker**,  
**Ella A. Kimball**,  
**Lavinia C. Perkins**,  
**Lucy A. Williams**,  
**Sylvia E. Walker**,  
**M. Edna Comstock**,  
**Jennie Hart**,  
**Marian Mackway**,  
**Sarah A. Brooks**,  
**Anna C. Rich**,  
**Eliza Lundegreen**.

## SOUTH CHICAGO SCHOOL.

**Rodney Welch**, *Principal*,  
**Sarah E. Sanger**.

## BRIDGEPORT SCHOOL.

**Charles F. Babcock**, *Principal*,  
**Annie Kavanagh**,  
**Bridget A. Kelley**,  
**Frederica W. Ginther**,  
**Hannah M. Mortensen**,  
**Eleanor Kavanagh**.

## HOLSTEIN SCHOOL.

**Sarah E. Lyon**, *Principal*.

**Orlando Blackman**,  
**Edward E. Whittemore**, } *Teachers Vocal Music.*

**CELIA M. CLEAVES**, of the *Dearborn School*, resigned December 1; vacancy filled by the appointment of **MARY E. WATERMAN**.

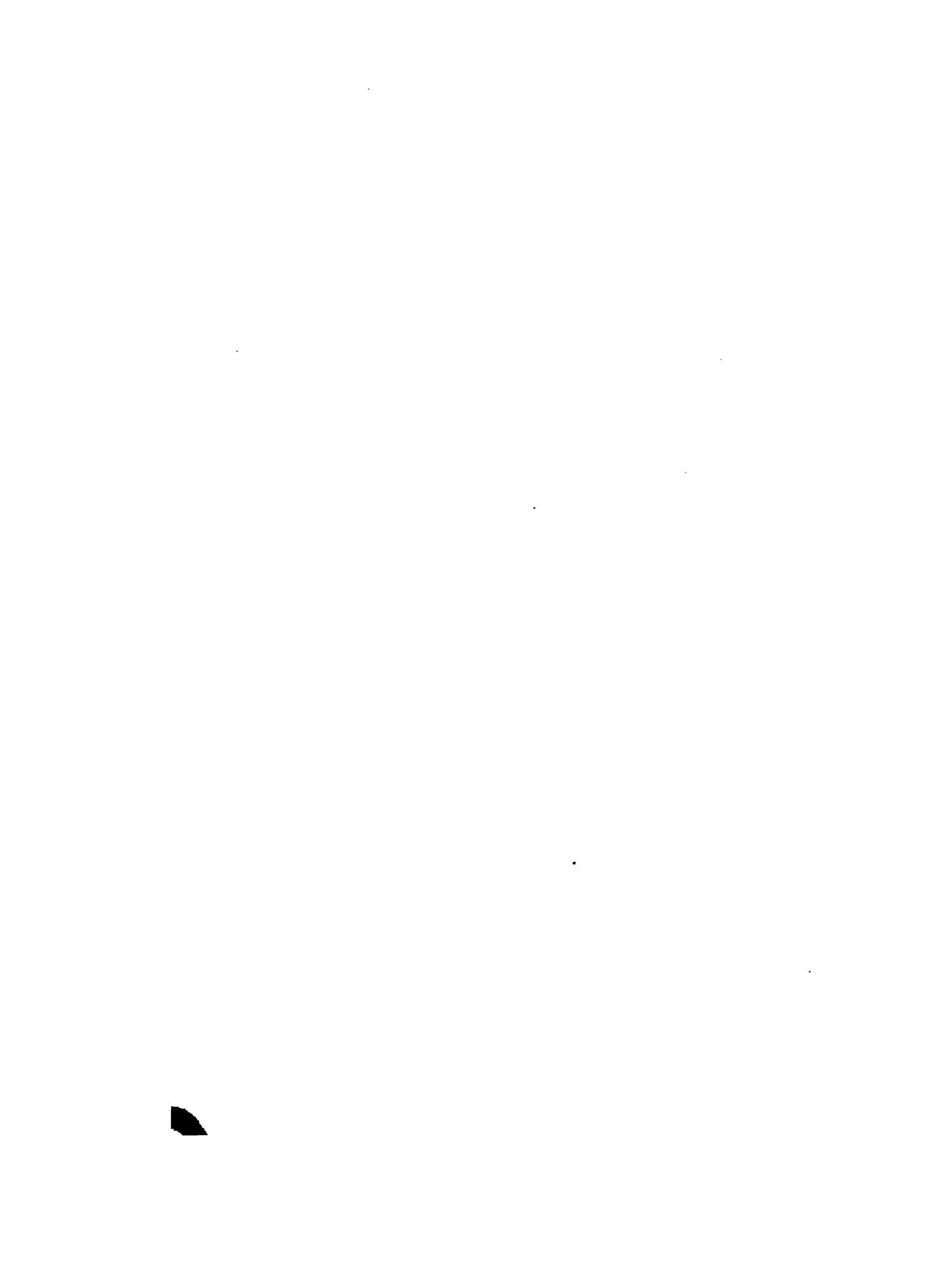
**LOUISE J. SPALDING**, of the *Newberry School*, resigned November 24; vacancy filled by transfer of **MARY L. DODGE** from the *Nickersonville Branch*, and the appointment of **MARY N. C. SMITH** in place of Miss **DODGE**.

#### ERRATA.

On fourth line of page 16, under "*Average Daily Attendance*," instead of "January 1st," read "September 1st."

Insert at the end of the second line of the paragraph following the Report of the Holstein School, page 73, the words "at the close of the year," so that it shall read: "of the schools of the city at the close of the year."

RULES  
OF THE  
BOARD OF EDUCATION,  
OF THE  
CITY OF CHICAGO:  
ADOPTED AUGUST 30, 1865.



## BOARD OF EDUCATION.

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The following provisions are contained in the City Charter :

The terms of office of the present members of the Board of Education shall expire on the second Monday of May next, and the Board of Education of said City shall consist of Sixteen School Inspectors, one to be selected from each Ward in said City, to be elected by the Common Council, on the second Monday of May next, 1865, or at its next regular meeting thereafter. The said Board shall be divided by lot, in the presence of the Common Council, into four classes : those of the first class shall vacate their seats at the expiration of the first year ; those of the second class at the expiration of the second year ; those of the third class at the expiration of the third year ; and those of the fourth class at the expiration of the fourth year ; and the Common Council shall annually, in the month of May, after the first Monday thereof, elect four Inspectors to succeed those whose term of office expires.

There shall be established in said city at least one common school in each school district, now or hereafter to be created, and free instruction within their respective districts shall be given in said schools to all children residing within the limits of the city, who are over the age of six years, and who may be sent or attend such school, subject to such rules as may be established by the Common Council, or Board of Education, pursuant to the provisions of this act, and the act to which this is an amendment.

The Board of Education shall have power to admit to the public schools of said city, children residing within those towns of Cook County, which immediately adjoin the said city, upon such terms and conditions as said Board may prescribe.

It shall be the duty of the Board of Education to establish all such by-laws, rules and regulations, for their own government, and for the establishment and maintenance of a proper and uniform system of discipline, in the several schools, as may, in their opinion, be necessary.

## RULES OF THE BOARD OF EDUCATION.

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### ORGANIZATION OF THE BOARD.

§ 1. The members of the Board of Education shall meet and organize each year, on the first Tuesday in June.

§ 2. At the first meeting after the organization of the Board in each year, the President shall appoint, subject to the approval of the Board, the following Standing Committees, viz. :

1. A Committee on School Buildings and Grounds, consisting of three members.

2. A Finance and Auditing Committee, consisting of three members.

3. A Committee on Text Books and Course of Instruction, consisting of three members.

4. A Committee on Rules and Regulations, consisting of three members.

5. A Committee on Apparatus and Furniture, consisting of three members.

6. A Committee on Examination of Teachers, consisting of three members and the Superintendent.

7. A Committee on the Appointment of Teachers, consisting of the President of the Board, the Chairman of the Committee on the Examination of Teachers, and one other member.

8. A Committee on Janitors and Supplies, consisting of the Chairman of the Committee on Buildings and Grounds, the Chairman of the Finance and Auditing Committee, and one other member.

9. A Committee on Medals and Rewards, consisting of three members.

10. A Committee on the High School, consisting of three members.

11. A Committee of one for each of the District Schools.

§ 3. The Board shall hold its regular meetings on Tuesday following the last Friday of each month, at half-past seven o'clock P. M., unless otherwise ordered by the Board. Special meetings may be called at any time, by the President, or at the written request of any five members, left with the Secretary.

§ 4. A majority of the Board shall be requisite to constitute a quorum for the transaction of business.

§ 5. All questions relating to the conduct of teachers, their qualifications, etc., shall be considered with closed doors.

#### POWERS AND DUTIES OF THE PRESIDENT AND VICE PRESIDENT.

§ 6. The President shall take the chair at the time appointed for the meeting of the Board, and shall call the members to order; and, on the appearance of a quorum, he shall cause the minutes of the last meeting of the Board to be read, and shall proceed to business in the following order :

1st. Reports of Committees, to be called in order, except Committees on the District Schools.

2d. Petitions and Communications.

3d. Reports and suggestions from the Superintendent.

4th. Miscellaneous and unfinished business.

5th. Reports from the Committees on the District Schools.

§ 7. The President shall preserve order and decorum in the meetings, and shall decide all questions of order, subject to appeal to the Board.

§ 8. The President shall rise to address the Board, but may put a question or read, sitting. He shall declare all votes; but in case of doubt shall, on request of any member, require members to rise, and stand until they are counted, and he shall then declare the result. All votes upon questions requiring appropriations of money, or the adoption of new text books, *must be taken by ayes and*

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*noes*, as provided by the charter; and on any other question, the ayes and noes shall be called when any member shall request it.

§ 9. When the President wishes to address the Board at length, on any subject or question pending before it, he shall request some member to take the chair temporarily, but he may state facts, and give his opinion on questions of order, without leaving the chair.

§ 10. A motion to adjourn shall always be in order, except when a member has the floor, or when a question has been put and not decided.

§ 11. The Vice President shall possess the powers and perform the duties of the President in his absence.

#### RIGHTS AND DUTIES OF MEMBERS.

§ 12. When any member is about to speak in debate, or to present any matter to the Board, he shall rise in his place, and respectfully address the President, and shall confine himself to the question under debate, and avoid personalities.

§ 13. No member, while speaking, shall be interrupted by another, except to call to order, or to correct a mistake.

§ 14. No member shall speak more than five minutes at any one time, on any motion or order under discussion, nor more than twice on the same question, without leave of the Board, nor more than once until all other members choosing to speak, shall have spoken.

§ 15. All resolutions offered by members of the Board, shall be submitted in writing.

§ 16. Every member who shall be present when a question is put, shall give his vote, unless the Board for special reasons excuse him.

Any questions of order arising, not provided for in these rules, shall be decided according to well-established parliamentary rules for the government of deliberative bodies.

#### DUTIES OF STANDING COMMITTEES.

§ 17. It shall be the duty of the Committee on School Buildings and Grounds, to exercise a general supervision over the buildings and their appendages, furniture, and grounds belonging to the schools,

and the repairs that may be needed; to attend to the warming and ventilation of the several school houses; and to recommend any improvements in the school buildings and grounds that may be thought necessary.

§ 18. It shall be the duty of the Finance and Auditing Committee to receive and examine thoroughly the monthly Report of the School Agent, and present the same to the Board; also to report annually, at the regular meeting for the month of April, the conditions of the School Fund, together with such recommendations as they shall think proper in connection therewith; they shall also examine all bills charged to the School Tax Fund, and express their approval or dissent, as the case may require. All bills approved by the Auditing Committee, shall be regarded as approved by the Board.

All orders drawn on the School Fund, and on the Moseley, Jones, Foster Medal, and Newberry Funds, when approved by the President and Secretary, shall be regarded as approved by the Board.

19. It shall be the duty of the Committee on Text Books and Course of Instruction, from time to time, to recommend to the Board such improvements in the Course of Instruction, and such changes in the books used in the schools, as may be deemed expedient. Whenever a recommendation is made to adopt any new Text Book in the schools, the book to be adopted shall be proposed and entered upon the minutes of the Board one month before final action thereon; and no book shall be considered as adopted which does not receive the affirmative vote of a majority of the entire Board.

§ 20. It shall be the duty of the Committee on Rules and Regulations, from time to time, and especially at the season for publishing the Annual Report, to prepare such revisions and modifications of the Rules and Regulations as they may deem expedient, and submit them to the Board.

§ 21. It shall be the duty of the Committee on Apparatus and Furniture, from time to time, to recommend the purchase of such apparatus as may be found necessary; and the purchase, change, or alteration of school furniture, as they may deem expedient.

§ 22. It shall be the duty of the Committee on Examination of Teachers, upon the Friday preceding the first Monday of each

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term, to examine all candidates who may apply for situations in the Public Schools. Special examinations may be held whenever in the judgment of the Committee it is necessary. Candidates shall be examined in the absence of all spectators, except the members of the Board of Education and the Superintendent.

§ 23. It shall be the duty of the Committee on the Appointment of Teachers, to make such appointments and transfers of female teachers in the District Schools as the wants of the several District Schools may require, but no transfer shall be made from any school without first notifying the Principal of said school. All appointments made by the Committee shall be temporary, and at each regular meeting of the Board it shall be the duty of said Committee to present a list of all appointments made by them since their last report, which list of appointments shall be recorded, and at the succeeding regular meeting the same shall be taken up as a part of the regular business of the Board, and acted on by the confirmation or rejection of such appointments; *Provided*, that the Board may postpone the action on such appointments from one meeting to another.

§ 24. It shall be the duty of the Committee on Janitors and Supplies, to make all necessary arrangements for the care of the school buildings and premises, and to exercise a general supervision of the various supplies of fuel, mats, clocks, crayons, etc. They shall have power and authority to regulate, alter and prescribe the duties and compensation of the several Janitors of the Public Schools, and the duties and compensation of the Messenger in the Office of the Board, and of the Carpenters and other workmen employed in and about the Public Schools. They shall also recommend the salaries to be paid to the Clerk in the Office of the Board and to the Building and Supply Agent, which shall be subject to the confirmation of the Board.

§ 25. It shall be the duty of the Committee on Medals and Rewards, to see that a sufficient number of medals bearing a proper inscription, and diplomas with the requisite engravings, are procured and in the possession of the Superintendent, at least two weeks before the close of the Summer Term of the schools. All

medals shall be submitted to the Board for their inspection, and be approved by them before the auditing of the bills for the same.

§ 26. The Committee on the High School shall perform the same duties that are prescribed for the several committees of the District Schools.

§ 27. It shall be the duty of the several District Committees to visit the schools under their charge at least once in four weeks, and to make a short report, from time to time, of the condition of said schools, including a particular statement of the condition of the buildings and grounds, and to recommend any changes and transfers of teachers which they may deem best for the interest of the schools. And it shall further be the duty of the several district committees to be present at the close of the Summer Terms of said schools, and to award the medals, scholarship and diplomas to those pupils whose attendance, scholarship and general deportment entitle them to the same, which shall be determined by the class-books, and by special examination of the classes. See § 71.

#### SCHOOL YEAR.

§ 28. The school year, for the purposes contemplated in these rules, shall commence on the first Monday in September, and end on the first Friday in July; *Provided*, that when the Fourth of July occurs later in the week than Wednesday, the schools shall close upon the third day of July.

#### EMPLOYMENT AND SALARIES OF TEACHERS.

§ 29. At the last regular meeting before the close of the school year, the Board shall elect the teachers, and fix their salaries for the ensuing year. The teachers then elected, and those afterwards appointed, when confirmed by the Board, shall hold their offices until the close of the school year, unless sooner removed, as provided by the charter. The election of the High School Teachers, and of the Principals of the District Schools, shall be by ballot, and no teacher shall be deemed elected unless he shall receive a majority of the votes of all the members of the Board.

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§ 30. *Salaries.*—The salaries of the teachers of the High School are established as follows:

Principal, - - - - - \$2,000.

Teacher of the Normal Department, - - - 1,900.

All other male teachers the same as the Principals of the District Schools.

Female teachers the same as the Head Assistants in the District Schools.

The salaries of the Principals of the District Schools, except in the cases hereinafter named, are established as follows:

For the first year, - - - - - \$1,500.

" second " - - - - - 1,600.

" third " and thereafter, - - - 1,700.

For the Wells and Bridgeport Schools, the Principals shall receive \$1,200 per annum each.

For the South Chicago School, \$1,000 per annum.

The salary of the Teacher of Music shall be the same as that of the Principals of the District Schools.

The salaries of the Assistant Teachers in the Grammar and Primary Departments, shall be established as follows:

For the first fourteen weeks at the rate of \$400 per annum.

For the first year thereafter, - - 450 "

For the second year thereafter, - - 500 "

For the third year thereafter, & subsequently 600 "

Each Head Assistant shall receive - - \$100 extra.

The Board may vary the salaries from the above rates, whenever it becomes necessary, in order to secure the services of experienced teachers; *Provided*, that the amount agreed upon shall not exceed the highest rate established above.

§ 31. No person, either male or female, shall be appointed as teacher, in any of the public schools, under the age of eighteen years.

§ 32. The teachers' bills shall be paid on Saturday, after the close of each school month, except for the month of June, (the bills for June and July being paid together,) provided the School Agent has funds

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in his hands to meet them. The salary paid shall, in all cases, be for the time of actual service, each week being taken as a fractional part of the whole number of school weeks in the year, and each year commencing at the opening of the Fall Term.

§ 33. Whenever any teacher shall be temporarily absent from school, it shall be the duty of said teacher to send notice forthwith to the office of the Board of Education, with a statement of the reason and probable time of such absence; and if any doubt exists in respect to the time of returning, then the teacher shall afterwards send seasonable notice of the time when she is to return. All teachers when absent from school, except for sickness, shall forfeit their salary during the continuance of such absence, and the pay of the substitutes shall be at the rate of one dollar a day. When a teacher returns to school after a temporary absence, and fails to send notice to the school in time to save the substitute the trouble of going to the school, the substitute, and not the teacher returning, shall receive the pay for the half day. No compensation shall be allowed to any teacher after an absence of two weeks.

#### SUPERINTENDENT AND HIS DUTIES.

§ 34. The Superintendent of Public Schools shall act under the advice and direction of the Board of Education, and shall have the superintendence of all the Public Schools, school-houses, books and apparatus. He shall devote himself exclusively to the duties of his office. He shall keep regular office hours, other than school hours, at a place to be provided for that purpose, which shall be the general depository of the books and papers belonging to the Board of Education, and at which the Board shall hold its meetings. He shall acquaint himself with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline and instruction of Public Schools, to the end that all the children in this city, who are instructed at the Public Schools, may obtain the best education which these schools are able to impart.

§ 35. He shall visit all the schools as often as his duties will permit, and shall pay particular attention to the classification of the

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pupils in the several schools, and to the apportionment among the classes of the prescribed studies. In passing daily from school to school, he shall endeavor to transfer improvements and remedy defects.

§ 36. He shall attend all meetings of the Board of Education, and act as Secretary thereof. He shall keep the Board of Education constantly informed of the condition of the Public Schools, and the changes required in the same. He shall keep a record of all his proceedings, at all times open to the Board of Education. A general report of the condition of the Public Schools shall be prepared by him at the close of each school year, for publication. He shall, moreover, report to the Board of Education, from time to time, such by-laws and regulations for the government, discipline and management of the Public Schools as he may deem expedient, and the same may be adopted by the Board; and shall also perform such other duties as the Board of Education shall, from time to time, direct.

§ 37. The Superintendent is authorized to grant permits to pupils resident in one district to attend school in another, when there are good reasons for the change, satisfactory to the Committee on Rules and Regulations.

§ 38. The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the Public Schools, and shall report to the Board whenever he shall find any teacher deficient and incompetent in the discharge of his or her duties.

§ 39. The orders of the Board of Education for labor and supplies shall be given by the Superintendent, under the general direction of the President of the Board, and the several Standing Committees—each Committee attending to the supervision of its own department.

§ 40. It shall be the duty of the Superintendent to preserve, at the office of the Board, a complete list of the books, clocks, thermometers, chairs, bells, settees, mats, keys, etc., belonging to the several Public Schools; and during the month of July in each year, he shall cause a careful comparison to be made of this list with the articles belonging to the schools, and report the result to

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the Board. Whenever articles previously belonging to any school have been broken or lost, or have in any way disappeared or become useless, it shall be the duty of the Principal to send to the office of the Board a written explanation of the circumstances connected with such disappearance or loss.

#### BUILDING AND SUPPLY AGENT.

§ 41. The Building and Supply Agent shall have the special oversight and direction of the workmen employed by the Board, and of the Janitors of the several Public Schools, attend to the furnishing of supplies, superintend the repairs, and have the general care of all the property under the control of the Board. He shall be under the general direction of the Committee on Buildings and Grounds, the Committee on Apparatus and Furniture, the Committee on Janitors and Supplies, and the Superintendent; and he shall perform such other duties as may be required of him by the Board.

#### GENERAL REGULATIONS OF THE PUBLIC SCHOOLS.

§ 42. *Teachers to acquaint themselves with the Regulations.*—All the Teachers of the Public Schools are required to make themselves familiar with the provisions of these regulations, and to co-operate with the Board at all times in taking such measures as may be necessary to secure their observance. A faithful compliance with all the rules relating to teachers, shall be one of the conditions on which the teachers retain their connection with the Public Schools. It shall be the duty of every teacher to have a copy of the regulations at all times in possession at his or her school room.

§ 43. *Teachers to be at School rooms Early.*—All the teachers of the Public Schools are required to be at their respective *school rooms*, both morning and afternoon, ten minutes before the time prescribed for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st to March 1st. The school rooms shall be opened at this time for the reception of pupils.

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Teachers who are not present at their respective *school rooms* ten minutes before the time prescribed for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st to March 1st, shall report themselves as tardy. The Masters of the several schools are expected to give such attention to the time records of all the teachers as may be necessary to secure accuracy and uniformity.

In cold or stormy weather, the Principals shall also make such arrangements that one or more rooms or halls will be open to receive pupils half an hour before school. In cold weather, those rooms or halls shall be made comfortably warm, and one or more of the teachers to be designated by the Principal, shall be present and exercise a general care over the pupils.

§ 44. *Uniform Standard of Time*.—It shall be the duty of each Principal to see that all the clocks belonging to his school are regulated by the city time every morning; and all the teachers shall conform to this standard in making their record of attendance both for themselves and their pupils.

§ 45. *Opening and Closing School*.—The Principals shall punctually observe the hours appointed for opening and dismissing the schools; and during the time from the opening of the school rooms to the departure of the children from the school premises, the teachers shall faithfully devote themselves to the duties of their office.

§ 46. *Opening Exercises*.—The morning exercises of each department of the several schools shall commence with reading the Scriptures, without note or comment, and that exercise may be followed by repeating the Lord's Prayer, and by appropriate singing.

§ 47. *Partisan Questions*.—All questions of a sectarian or partisan character shall be carefully kept out from the schools.

§ 48. *Discipline*.—The teachers shall practice such discipline in the schools as would be exercised by a kind, firm, judicious parent in his family, and they shall avoid corporal punishment when good order can be preserved by milder measures. It is strictly enjoined upon all teachers in the schools to avoid all appearance of indiscreet haste in the discipline of their pupils; and in the more

difficult cases that may occur, to apply to the Superintendent for advice and direction.

In all cases of unusual or severe punishment of children, the teacher inflicting the same shall be immediately suspended by the Superintendent, with the consent of the Committee on the School or of the President; and the case shall be reported to the Board at its next regular meeting.

Each Principal and each Assistant Teacher shall make out and preserve a full and complete statement in writing, of each case in which corporal punishment shall have been inflicted by him or her upon any pupil, specifying the name, age and grade of the scholar punished, the offence charged, and the kind and degree of punishment inflicted; which statement shall be kept open for inspection, in the respective rooms of the teachers during the month, and be returned by the Principal, with his regular monthly report, at the close of each school month, to the Superintendent for examination by the Board.

No teacher shall punish a pupil except in the presence of the class to which such pupil may belong.

§ 49. *Suspension of Pupils in Special Cases.*—For violent or pointed opposition to authority, in any particular instance, a Master may suspend a pupil from school for the time being; thereupon he shall immediately inform the parent or guardian, and the Superintendent. Pupils thus suspended may be restored by the Superintendent at his discretion.

§ 50. *Suspension of Pupils by the Superintendent.*—Whenever the Principal of any school shall report to the Superintendent the name of a pupil whose conduct is considered such, in school or out, that he is an unfit member of the school, the Superintendent shall examine the case without delay, and if in his opinion the pupil has been duly admonished, and reformation appears to be hopeless, he shall suspend such pupil from school temporarily. Any pupil thus suspended may be restored to school by the Superintendent at his discretion; but no pupil shall be finally expelled from school without the approval of the Board.

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§ 51. *Responsibility of Teachers.*—The Master shall be held responsible for the general management and discipline of the schools; and the other teachers shall follow their directions and co-operate with them, not only during the school hours, but during the time when the pupils are on the school premises before and after school, and during the recesses. Each Assistant shall be held responsible for the order and discipline of her own room, under the general direction of the Master.

§ 52. *Head Assistants.*—The Head Assistant of a school shall have charge of such classes in the Master's division as he may designate; she shall also have charge of the general records of the school, under the supervision of the Principal, and shall discharge such other duties as he may assign; *Provided*, that in the schools where extra teachers are employed, the clerical work of keeping the records shall be performed by the extra teacher.

§ 53. *Teachers' Meetings.*—The teachers of the High School shall meet once a week, at such times as the Principal may appoint, for consultation in regard to the interests of the school.

On the third Friday afternoon of each school month, the District Schools shall be closed one hour before the usual time, and all the teachers of each school shall meet during this hour, under the direction of the Principal, and occupy the time in discussing methods of discipline, discussing and illustrating methods of instruction, and conferring together respecting the general interests of the school. The Principal shall cause a full and accurate journal to be kept of the doings of each meeting, including the subjects introduced, and the names of the teachers taking part in each exercise. He shall also send a copy of this journal to the office of the Board, on or before the Monday following each meeting. In keeping the time record of the teachers, this hour shall be regarded the same as the last school hour of any other day, and all cases of absence from the meetings, or leaving before the close of the hour, shall be reported accordingly.

§ 54. *Institutes.*—It shall be the duty of all the teachers of the Public Schools to meet on the second Saturday of each school month, at the High School building, for the purpose of holding

an Institute for their own improvement in teaching, under the direction of the Board of Education. The exercises shall commence at 9½ A. M., and close at 12 M., with a recess of fifteen minutes. Before the close of each Institute, the Superintendent shall adopt such measures as he may deem best to secure a full and accurate account of the attendance of teachers. At the close of each term the Superintendent shall report to the Board all cases of absence or tardiness, or leaving before the close of the Institute, that have occurred during the term.

§ 55. *Order in the Stairways, Halls and Yards.*—The Principals of the several schools shall establish special rules for securing good order in the stairways, halls and school yards.

§ 56. *Care of School Premises.*—The Masters of the several schools shall prescribe such rules for the use of the yards, basements and out buildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. The Masters shall be held responsible for any want of neatness or cleanliness about their school premises; and they shall have the special oversight and direction of the Janitors under the general supervision of the Committee on Janitors and Supplies, and the Building and Supply Agent.

§ 57. *Closing School Premises.*—It shall be the duty of the Master of each school to cause the doors of the wood-shed, out-houses, gates, and the outside doors of his school house to be locked, and all windows of the same to be shut and fastened every day, after the close of his school.

§ 58. *Care of Houses.*—The contracts with Janitors shall all be made by the Building and Supply Agent, under the direction of the Committee on Janitors and Supplies. During the summer vacation, and at such other times as may be necessary to insure cleanliness, the Principals of the several schools shall superintend the washing of the floors, seats, desks, stairs, doors, wainscoting, etc., of their school houses, and the removing of dust from the ceiling and walls of the rooms. It shall be the duty of the Master of each school to see that said work is properly done.

All bills for expenditures for cleaning school buildings, and for work done by Janitors shall set forth specifically the items of work, or material for which such expenditure shall have been made, and each bill shall be made out in the name of the Janitor or other persons employed to do the work.

§ 59. *Care in Respect to Fires.*—During the cold season, it is expected that the Masters will superintend the making of fires so far as may be necessary to insure their being made at the proper time, and in a proper manner. They shall give special attention to the practice of economy in the use of fuel, and take measures to prevent the Janitors from wasting coal with the ashes which they remove from the stoves and furnaces. They shall also use every precaution to save the buildings from exposure to fire.

§ 60. *Recess.*—The teachers of the Grammar Divisions of the several schools shall allow a recess for all the pupils in the same, not exceeding fifteen minutes from the time they leave their seats until they are again seated; and the teachers of the Primary Divisions shall allow a recess not exceeding twenty minutes from the time the pupils leave their seats until they are again seated. Whenever pupils are detained in the school room at recess, they shall pass out after the recess is closed. All pupils shall be required to pass out of the school rooms at recess, unless it would occasion an exposure of health, but they shall never be required to *remain* out when the exposure would be injurious to health.

§ 61. *Ventilation and Temperature.*—It shall be the duty of the teachers to give vigilant attention to the ventilation and temperature of their school rooms. A regular system of ventilation shall be practiced in winter as well as in summer, by which the air in all the school rooms shall be effectually changed at each recess, and at such other times as may be necessary to prevent the breathing of impure air. In the buildings heated by hot air furnaces, or by stoves enclosed in cylindrical screens, the lower ventilators should generally be kept open and the upper ones closed, but in buildings heated by steam, it is generally better to open both the upper and lower ventilators. The windows must not be opened during the cold season, when the proper ventilation can be secured

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by the use of the ventiducts. Whenever windows are opened for the purpose of ventilation, it shall be by lowering them a few inches at the top, except during the warmest days of summer, and children shall in no case be allowed to sit in a draught of air. The Principals shall give special attention to the ventilation of all the rooms, and give such aid and direction to the assistants as may be necessary to secure a faithful observance of the foregoing rule.

During the season for fires, the teachers shall observe carefully the state of the thermometers, and endeavor to keep the temperature of their rooms from 65° to 68° Fahrenheit. If in any case the temperature is found to rise above 70°, it should be reduced immediately; and in case it is found to be below 65°, measures should be taken immediately to raise it. The thermometers should be so located as to indicate, as nearly as practicable, the average temperature of the rooms.

In all the buildings heated by steam, it shall be the duty of the engineers, under the supervision of the Building and Supply Agent, to take complete control of the heating apparatus. When steam is needed in any room, or when it is desired to turn it off, the teacher shall notify the engineer, whose duty it shall be to attend to the matter promptly. The teachers and pupils in these buildings will have nothing to do with the heating apparatus.

§ 62. *School Records.*—The Principal and Assistants of each school shall keep such records as will show the attendance, scholarship, and deportment of the pupils, embracing the date of each admission and discharge; the age, nativity, and residence of each pupil; name of parent or guardian; whole number of different scholars enrolled, average number belonging, average daily attendance, and number of tardinesses. The teachers shall also preserve a permanent record of the time when they enter and leave school, and the amount of time lost during school hours.

§ 63. *Record Books sent to the Office of Board.*—At the close of each school year, in July, all the class-books, general records, registers, diaries, Moseley account books, and records of visitors, shall be sent by the Principals to the office of the Board of Education for inspection; and those which are needed again at the

Schools shall be returned to the Principal at the opening of the fall term in September. All the class books and other record books, when filled up, are to be returned to the office of the Board of Education.

§ 64. *Blanks for Schools.*—All school registers, class-books, monthly reports of pupils, and blanks for monthly returns, shall be after uniform patterns, to be determined by the Superintendent of Public Schools, to whom all teachers shall apply whenever such books or forms are needed.

§ 65. *Manner of keeping Registers and Class Books.*—Teachers shall keep their registers and class books neatly and accurately, and in accordance with the prescribed forms.

§ 66. *Examination of Class Books.*—The Principals of the Schools shall examine all the Class Books of the other teachers as often as once a month, and give such direction and assistance as may be necessary to secure accuracy and uniformity.

§ 67. *Absence of Teachers to be Reported.*—It shall be the duty of the Principal of each school to return to the office of the Board of Education, not later than 10 o'clock A. M. of the last day of each school month, a list of the absences of each regular teacher connected with the school, and, if the absences are not consecutive, to give the dates of the absences, also the names of the substitutes who have filled vacancies during the month, their time, and the names of the teachers whose places they have filled.

§ 68. *Monthly Returns.*—The Principals shall make monthly returns of their respective schools, in accordance with the blank forms prepared for that purpose, and deliver them at the office of the Board before three o'clock on the Saturday following the last Friday of each month.

§ 69. *Examinations.*—There shall be an annual public examination of all the schools, to be held at such time and conducted in such manner as the Board may direct. At some time during the last part of the Winter Term, the Superintendent shall have a written examination of one or more grades in the Grammar Department, in such branches as he may designate. In estimating the results of this examination, he shall have authority to call on the

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pupils of the Normal Department for such assistance as he may need.

§ 70. *Absence from Examination.*—Any pupil who shall absent himself from any regular examination of the school which he attends, without rendering a satisfactory excuse to the Principal, shall be suspended from the school; and the Principal shall immediately report the case to the parent of the pupil, and also to the Superintendent for his action thereon.

§ 71. *Medals and Scholarship.*—No medal or scholarship shall be awarded to a pupil who has not been a regular attendant upon the Public Schools of the city for at least two full terms of the year immediately preceding, nor to any pupil who has received either before. In all the schools the award shall be made, as far as practicable, to pupils in the first class of the Master's division.

In awarding medals and scholarships, the first or most meritorious scholar may choose between a medal and a scholarship, but no scholar shall receive both a medal and a scholarship. See § 27.

§ 72. *Contributions and Presents.*—No teacher shall allow a subscription or contribution of any kind in any Public School.

§ 73. *Prizes.*—The teachers shall not award any medals or prizes to the pupils under their charge, unless specially authorized by the Board.

§ 74. *Advertisements and Agents.*—No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed, in any of the Public Schools. Nor shall any agent or other person be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any new book, map, or article of apparatus, or announce, in any manner, any public entertainment. The teachers shall not permit any books, tracts, or other publications to be distributed in their schools.

§ 75. *Reading Regulations to Pupils.*—It shall be the duty of the Principals of the schools to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

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§ 76. *Authorized Books and Studies.*—The Books used, and the studies pursued, shall be such, and such only, as may be authorized by the Board; and no teacher shall require or advise any of the pupils to purchase, for use in the schools, any book, pamphlet or publication not contained in the list of books directed and authorized to be used in the schools.

§ 77. *Different Editions of Text Books.*—It shall be the duty of each Principal to report to the Superintendent, as soon as he learns of the same, the presence in his school of two or more essentially different editions of any one of the text-books in use, and unless after notice is given to that effect by the Superintendent to the publishers or agents of such book, they shall supply an edition of such book, by way of exchange, without cost, to all such scholars as may be already provided with any of the previous editions, so as to make the editions uniform in the manner prescribed by the Superintendent, such neglect or refusal shall be deemed sufficient ground for excluding such text-book from the school.

§ 78. *Buildings, how used.*—The school buildings under the control of the Board of Education, shall not be used for any other purpose than the accommodation of the Public Schools, except by special vote of the Board.

§ 79. *Books from the Moseley, Jones and Newberry Funds.*—All the books furnished by these Funds for the use of indigent children, shall be returned to the teachers at the close of each term. The Masters of the several schools shall render to the Board, at the end of each year, an account of all books furnished them from these Funds, for the use of indigent children. They shall record in a book provided for this purpose, the name of each pupil to whom a book is loaned, the title of the book, date of delivering, and the date of returning; and this record shall at all times be open to the inspection of the Board. The account rendered to the Board shall embrace the whole number of each kind of books received from the Fund during the year; the number of each kind loaned to pupils; the number of each kind returned; and the number of each kind remaining in the hands of the teacher. All

books furnished from these Funds, shall be delivered to the Masters of the several schools, or to their written order.

§ 80. *Age and Non-Residents.*—All children living within the limits of the city, who are not otherwise disqualified, and who are upwards of six years of age, shall be entitled to attend the Public Schools of the city; but no child whose residence is not in the city, or who has only a temporary residence in it for the purpose of attending the Public Schools, shall be received or retained in any school.

§ 81. *Pupils shall have Books.*—No pupil shall be allowed to retain connection with any Public School unless furnished with books, slate, and other utensils required to be used in the class to which he belongs: *Provided*, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall elapse after such notice, without the pupil obtaining said books.

§ 82. *Cleanliness.*—Any child that comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school room.

§ 83. *Contagious Diseases.*—No pupil affected with any contagious disease, shall be allowed to remain in any of the Public Schools.

§ 84. *Vaccination.*—No pupil shall be received in any Public School, without furnishing evidence satisfactory to the Principal, that he or she has been vaccinated, or otherwise secured against the small pox. The teachers will in all cases give careful attention to this matter.

§ 85. *Bad Habits and Bad Language.*—The pupils are strictly enjoined to avoid idleness and profanity, falsehood and deceit, obscene and indecent language, and every wicked and disgraceful practice, and to conduct themselves in an orderly and decent manner, both in school and out.

§ 86. *Care of Pupils out of School Hours.*—It is particularly enjoined upon all the teachers, that they devote their time faithfully to a vigilant and watchful care over the conduct and habits of the

pupils, during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play grounds. When the pupils are filing in and out, at the opening and closing of the school and at recesses, the teachers are expected to give their personal attention to the preservation of order in the halls and on the stairs, and not rely on the aid of monitors, except in cases of special necessity.

The teachers shall take all practicable measures to prevent pupils from gathering on the school premises before the hour for opening school rooms, and they shall require the pupils to leave the school premises immediately after the close of school.

In special cases, when it would be injurious for pupils to go home at noon, on account of inclement weather or their great distance from school, and in all cases when a written or personal request is received from the parent, the pupils shall be allowed to remain, and some suitable provision shall be made in some of the *school rooms* for their protection and care, under the eye of a teacher.

As far as practicable, the teachers shall confer with parents, and endeavor to secure their co-operation in preventing pupils from coming to school before the proper hour, and from remaining at noon except in cases of urgent necessity.

§ 87. *Care of Pupils going to and from School.*—The teachers are expected, as far as practicable, to exercise a general inspection over their pupils while going to and from school.

§ 88. *Penalty for damages to School Property.*—Any pupil who shall cut or otherwise injure any part of any Public School House, or injure any fences, trees or out-buildings belonging to any of the Public School estates, or shall write any profane or obscene language, or make any obscene pictures or characters on any Public School premises, shall be liable to suspension, expulsion or other punishment, according to the nature of the offence. The Master of a school may suspend a pupil temporarily for such offence, and he shall thereon immediately notify the parent or guardian, and the Superintendent.

It shall be the duty of all the teachers to see that no persons are allowed to step on any of the chairs, settees or window casings of

the schools, without first placing something on the seat or casing that will secure it against all danger of being defaced or injured.

Pupils shall not be allowed to remain in any of the rooms that are provided with cherry desks or other improved furniture, except in the presence of a teacher, or of some reliable monitor who is made specially responsible for the care of the seats and desks.

All damage done to school property by any of the pupils, shall be repaired at the expense of the party committing the trespass.

§ 89. *Leaving School.*—Whenever a parent wishes to have his child leave school before its close, for the purpose of taking lessons in music or any other branch of instruction, he shall apply to the Superintendent, who may grant such permission, not exceeding one-fourth of a day at a time: *Provided* it will not interfere with the pupil's regular course of instruction in school.

Dismissals under this rule are to be recorded the same as other dismissals, but they shall not affect the merit average of attendance.

§ 90. *Tardiness.*—The bell of each school shall be rung a short time before the hour for commencing school; and every pupil who is not in the school room when the hour arrives shall be marked as tardy.

§ 91. *Absence.*—Every scholar in the High School, or in the Grammar divisions of the District Schools, who shall be absent six half days in four consecutive weeks, and every scholar in the Primary divisions who shall be absent eight half days in four consecutive weeks, without an excuse from the parent or guardian given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness or by sickness in the family, or to avoid a serious and imprudent exposure of health, shall forfeit his seat in the school; and the teacher shall forthwith notify the parent, and in special cases the Superintendent, that the pupil is suspended. No pupil thus suspended, unless for sickness, shall be restored to school till the parent or guardian has given satisfactory assurance that the pupil will be punctual in the future, and obtained permission from the Superintendent for him to return.

In the application of the foregoing rule, two tardinesses or two dismissals, or leaving school without permission, shall be regarded the same as one absence. Absences which occur when the attendance of the pupil would occasion a serious and imprudent exposure of health, shall be regarded the same as absences occasioned by sickness.

Whenever the absences of a pupil are *occasioned by sickness*, and the teacher does not receive the proper notice of the cause till the pupil is suspended, the pupil should be restored by the parent's explaining the cause, either in person or by written note, *to the teacher*, and not to the Superintendent.

§ 92. *Parents to be Notified of Absences.*—Parents should, in all cases, be notified when the absences of their children have accumulated so that two additional half days' absences will require a suspension from school.

§ 93. *Written Excuses.*—Teachers are authorized to require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence or tardiness, or of dismissal before the close of school.

The teachers are authorized to send immediately for such excuses, or to delay till the next session, or the next day, at their discretion; but no pupil shall be sent immediately for an excuse when the weather or other circumstances are such that it would occasion an exposure of health.

§ 94. *Monthly Report to Parents.*—The Principal of the High School shall send a monthly report to the parents or guardian of each pupil, showing the averages of the pupil in attendance, scholarship and deportment; to be signed by the parent or guardian, and returned to the Principal.

In the District Schools the teachers shall send a similar monthly report to the parent or guardian of each pupil in the Grammar divisions.

Whenever a pupil is excused from attending to any of the regular branches of the course, his Class Record and Monthly Report to Parents, shall in all cases be plainly marked *Partial Course*.

§ 95. *School Hours.*—The morning sessions of the High School shall commence at nine o'clock and close at twelve, and the afternoon sessions will commence at half-past twelve, and close at half-past two o'clock. The teachers shall remain at their school rooms during the intermission at noon.

The morning sessions of the District Schools shall commence at nine o'clock, and close at twelve, and the afternoon sessions shall commence at half-past one. From the first Monday in the school month of November to the first Monday in the school month of March, the afternoon sessions shall close at four o'clock, and during the remainder of the year at half-past four; *Provided*, that nothing in this section shall be so construed as to prevent teachers from the judicious exercise of the right to detain a pupil for a reasonable time after the regular hour for dismissing school, either for purposes of discipline, or to make up neglected lessons.

§ 96. *Dismissing Primary Divisions.*—From the first Monday in the school month of March to the first Monday in the school month of November, every pupil under nine years of age, belonging to the Card, Primer and First Reader classes, shall be dismissed during the school hours of each day, not less than one hour, nor more than one hour and a half. Pupils of the Second Reader classes, may be retained through the sessions, or dismissed any time not exceeding three-fourths of an hour.

From the first Monday in the school month of November, to the first Monday in the school month of March, every pupil under nine years of age, belonging to the Card, Primer and First Reader classes, shall be dismissed during the school hours of each day not less than half an hour nor more than one hour.

No pupil over nine years of age shall be dismissed during any portion of the school hours, except at the discretion of the teacher; and no pupil, at any age, shall be dismissed during school hours against the wishes of his parents.

The teachers will arrange to dismiss different classes at different times in the day, so that there will always be one or more classes present.

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§ 97. *Dismissing at the Request of Parents.*—Pupils in the Primary divisions may be dismissed any time after the commencement of the forenoon and afternoon recesses, on the written or personal request of the parent or guardian ; *Provided* such dismissal does not interfere with any of the school exercises.

§ 98. *Terms and Vacations.*—The terms of the Public Schools shall commence on the second day of January, the Monday following the first Friday in May, and the first Monday in September ; and close two weeks before the first Friday in May, and upon the first Friday in July, and the twenty-fourth day of December ; *Provided*, that when the second day of January occurs later in the week than Wednesday, then the schools shall not commence till the following Monday ; *and, provided further*, that when the Fourth of July occurs later in the week than Wednesday, the schools shall close upon the third day of July. The schools shall be continued five days in each week.

§ 99. *Holidays.*—The Fourth of July, Annual Thanksgiving and the following Friday, and the Twenty-second of February, shall be regarded as holidays.

No teacher shall take any holiday other than the above, or leave school in school hours, except in accordance with §§ 100 and 101, or on account of sickness or other unavoidable necessity.

§ 100. *Closing Schools Temporarily.*—The President of the Board of Education shall have authority to dismiss the schools temporarily, not exceeding three days in a year, or to grant leave of absence from school to any teacher, when in his judgment such dismissal or leave of absence shall be necessary.

§ 101. *Teachers Visiting Schools.*—The teachers may visit divisions of the same department or grade as their own divisions, in any of the Public Schools of the city, for the purpose of observing different modes of instruction and discipline; but such visits shall not occupy more than one half day in a term, and teachers shall not leave their schools for this purpose till provision, satisfactory to the Principal, has been made for the proper care of the pupils under their immediate charge. The visits of the Principals and Head

Assistants may be made to any department or grade in the public schools.

Only one teacher shall leave the same school during the same half day.

§ 102. *Promotions and Forfeiture of Position.*—No pupils shall be advanced from one grade to another, except by special permission of the Superintendent, till they are able to sustain a thorough and satisfactory examination by the Principal, on all the branches of the grade from which they are to be transferred, including the oral lessons, use of slate, exercises on Tablets, &c. They must be able to read any of the pieces they have gone over, with proper expression; explain the meaning of any of the words; give the names and uses of the different marks used; and spell any of the words, both by letters and by sounds. In all the divisions in which the pupils are able to write with any degree of freedom, the examinations should be both oral and written. All promotions from one grade to another, and from one division to another, shall be made at the commencement of a school month.

Whenever the scholarship of a pupil falls behind the rank of his class, he shall be sent into the class next below, unless by extra effort he is able promptly to regain his position.

§ 103. *Pupils Passing from one District to Another.*—Whenever a pupil passes from one District School to another, he shall be required to present to the Principal of the school which he enters a certificate from the Principal or other teacher of the school which he leaves, stating that he is in good standing at the time of leaving, and specifying the grade and class to which he belongs. He shall then be allowed to enter a class in the same grade as that which he has left.

§ 104. *Grammar and Primary Departments of the District Schools.*—All the divisions of pupils in the four highest grades of the District schools, shall be called Grammar Divisions, and all the divisions in the six lowest grades shall be called Primary Divisions.

## HIGH SCHOOL.

§ 105. *Management of the High School.*—The general management and discipline of the High School are committed to the hands of the Principal ; but each of the assistants shall be responsible under the direction of the Principal for the order and discipline of his own room.

§ 106. *Examination for Admission to High School.*—Pupils shall not be admitted to the General or Classical department of the High School, until they are thirteen years of age ; and they shall have sustained a satisfactory examination upon the studies pursued in the District Schools: *Provided*, that this rule shall not exclude those from entering at the commencement of the school year, who will have attained the age of thirteen years at the time of the special examination at the close of the Fall Term as hereinafter provided for. They shall also be actual residents of the city, and shall have attended some District School of the city two terms, one of which shall be the term next preceding the time of application for admission ; but this rule shall not operate to exclude from examination any pupils that have not resided in the city two terms, if they enter the Public Schools as soon as they become residents of the city, and present themselves at the first examination that occurs after they become residents ; *Provided*, they shall have attended the Public Schools of some city or town two thirds of a year, one half of which time shall be within the six months next preceding the time of application for admission.

No pupils from the District Schools shall be admitted to examination, unless they bring certificates from the Masters that they are eligible to an examination under the foregoing rule. Pupils who desire to be examined with the candidates for admission to the High School, but do not intend to enter the school, shall not hereafter be debarred from this privilege ; *Provided* they are in other respects eligible.

§ 107. *Regular Examination for Admission to the High School.*—The regular examination for admission to the High School, shall take place once each year, near the close of the Summer Term.

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§ 108. *Special Examination for Admission to the High School.*

—Near the close of the Fall Term in each year, there shall be a special examination of pupils who are eligible to seats in the High School, and who may be prepared to enter existing classes. But no pupils shall be admitted to the High School at this time, unless they first sustain a thorough examination on all the preparatory studies, and also on all the studies that have been pursued in the High School by the class which they propose to enter; thus satisfying the Board that their rank of scholarship is as high as the average rank of the class which they are to join. Nor shall any pupils be admitted at this examination, however high their rank of scholarship, unless there are vacant seats in the division they are to enter.

§ 109. *Questions for Examination.*—It shall be the duty of the Superintendent to prepare a suitable list of questions for each examination of candidates for admission to the High School, and some member of the Committee on the High School shall be present during the examination.

§ 110. *Transfer of Pupils from one Class to another.*—Pupils of the High School may be removed from the class to which they belong in the regular course, with the approval of the Superintendent, upon an examination of each case reported by the Principal.

§ 111. *Forfeiture of Seat in High School.*—Pupils of the High School who vacate their seats four successive weeks, shall be re-admitted only on the recommendation of the Principal, and by special vote of the Board of Education; and no pupil shall be re-admitted without satisfactory evidence in writing submitted to the Board, stating the cause of the discontinuance of such pupil's attendance; *Provided*, that the Chairman of the Committee on the High School may, in special cases, on the recommendation of the Principal, grant permission to applicants to return during the intervals between the meetings of the Board, and remain till the next meeting subsequent to such re-admission.

§ 112. *Normal Department.*—Candidates for admission to the Normal Department of the High School, shall be sixteen years of age or older, and they shall pass an examination satisfactory to the Committee on the Examination of Teachers. They shall also sign

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a statement, that it is their intention to pursue the business of teaching in the Public Schools of Chicago, and that their object in obtaining admission to this department is to become qualified for that purpose.

Pupils may be admitted to a full or partial course, as may be desired. They may enter at the opening of any term; and in special cases, after the commencement of a term, at the discretion of the Committee on the Examination of Teachers.

No candidate that is examined for admission to the Classical or General Department of the High School and rejected, shall be admitted to the Normal Department during the term next succeeding such examination.

The Committee on the Appointment of Teachers shall have authority to select pupils at any time from the Normal Department to take the place of teachers temporarily absent from the schools.

The Committee on the Examination of Teachers shall have authority to remove from the Normal Department, any pupils who do not give promise of success as teachers in the Public Schools.

§ 113. *Term of Attendance upon the High School.*—The term of attendance upon the High School necessary for graduation shall be, in the Normal Department two years, and in the General and Classical Departments, four years.

#### HIGH SCHOOL LIBRARY.

§ 114. The following Rules are adopted with reference to the High School Library.

##### RULES.

1. The Library shall be open at the close of the afternoon session, every Thursday in term time.
2. The Teachers of the High School may have access to the Library at any time, and may draw books from it in accordance with Rules 4 and 5.
3. Any pupil whose total average for any month shall equal or exceed 86, may draw books from the Library the ensuing month, and any whose average shall equal or exceed 94, may have access to the Library at such times as the Principal may designate.

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4. No folio, quarto or cyclopedia shall be taken from the Library, but may there be consulted.
5. No one shall have more than one book from the Library at any time, and no book shall be retained more than two weeks.
6. Any person injuring or losing a book belonging to the Library, shall make compensation for the same, and failing to do so shall be excluded from the Library.
7. The Librarian shall keep an account of the names of all persons drawing books from the Library, the numbers and names of the books, and the date of drawing and of returning.
8. The Library shall be under the special care and supervision of the Principal, subject to the direction of the Board of Education.

#### **REFERENCE LIBRARY FOR TEACHERS.**

§ 115. The *Reference Library for Teachers* shall be kept at the office of the Board, and the books may be consulted by the teachers at any time when the office is open, but no books shall be taken from the office.

#### **DISTRICT SCHOOL LIBRARIES.**

§ 116. All books placed in any of the school libraries must first receive the approval of the Board. The Libraries shall be opened at regular times to pupils entitled to draw books therefrom, and shall be under the control of the Principals of the schools to which such libraries belong, subject to the direction of the Board of Education.

#### **VOCAL MUSIC.**

§ 117. The Chairman of the Committee on Text Books and Course of Instruction, and the Superintendent, shall arrange the number of lessons in Music to be given to each School, and the length of the exercises. They may also at their discretion designate any of the regular teachers to give instruction in music to such divisions as they may appoint. They shall have authority to employ the Music Master during a portion of his time in the instruction of teachers; and for the accomplishment of this object

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they may dismiss such Primary Divisions as they may deem best, not exceeding one hour in four weeks. It shall be the duty of all teachers whose divisions are dismissed to attend these exercises.

### TEXT BOOKS

Adopted by the Board of Education and now in use in the schools of the city.

#### HIGH SCHOOL.—GENERAL DEPARTMENT.

1. Preparatory Studies reviewed, using the text books authorized in the District Schools.
2. Warren's Physical Geography.
3. Weber's Universal History.
4. Ancient Geography, in connection with History.
5. Ray's Higher Arithmetic.
6. Ray's Algebra.
7. Davies' Legendre.
8. Gillespie's Surveying.
9. Hanaford & Payson's Elementary Book-keeping.
10. Gray's Botany.
11. Robinson's Elementary Astronomy.
12. Cutter's Physiology.
13. D. A. Wells' Natural Philosophy.
14. D. A. Wells' Chemistry.
15. Geology (Hitchcock's) and Mineralogy.
16. Quackenbos' Rhetoric.
17. Wayland's Political Economy.
18. Shurtliff's Governmental Instructor, and Constitution of the United States.
19. \*Haven's Mental Philosophy.
20. Etymology.
21. Cleveland's English Literature.
22. Hillard's Sixth Reader.
23. Vocal Music; using Bradbury's Musical Boquet.
24. Woodbury's German Series.
25. Schiller's William Tell.
26. Schiller's Maria Stuart.
27. Fasquelle's French Course.
28. Chapsal's Literature Français.

#### NORMAL DEPARTMENT.

Nos. 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21.

#### CLASSICAL DEPARTMENT.

Nos. 1, 2, 3, 4, 5, 6, 7, 12, 13, 20, 22, 23, 27.

Andrews' and Zumpt's Latin Grammars. Harkness' Arnold's First Latin Book. Andrews' Latin Reader. Arnold's Latin Prose Composition. Andrews' Cæsar. Johnson's Cicero. Bowen's Virgil. Andrews' Latin Lexicon. Anthon's Classical Dictionary. Crosby's Greek Grammar. Crosby's Greek Lessons. Arnold's

\*Adopted in place of Wayland's, October, 1865.

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Greek Prose Composition. Felton's Greek Reader. Boise's Xenophon's *Anabasis*. Owen's Homer's *Iliad*. Liddell and Scott's Greek Lexicon.

DISTRICT SCHOOLS.

Hillard's Fifth and Sixth Readers. Parker and Watson's First, Second and Third Readers. Parker and Watson's Elementary Speller and Pictorial Primer. Edward's Outlines of English History. Charles A. Goodrich's History of the United States. \*Kerl's Grammar. Warren's Common School Geography. †Mitchell's Primary Geography. Robinson's Practical Progressive Arithmetic. Colburn's Intellectual Arithmetic. Emerson's First Part. Payson, Dunton and Scribner's Writing Books. Webb's Charts. Philbrick's Primary School Tablets. Webster's Primary Dictionary. Silver Lute. Movable Cards with words and letters for the use of the Tenth Grade.

*Dictionaries.*—Webster's and Worcester's Quarto Dictionaries shall be used as authority in Definition, and Webster's Dictionary as authority in Orthography and Pronunciation; but the orthography of any scholar, in exercises of composition, shall not be deemed incorrect if in accordance with either Webster or Worcester.

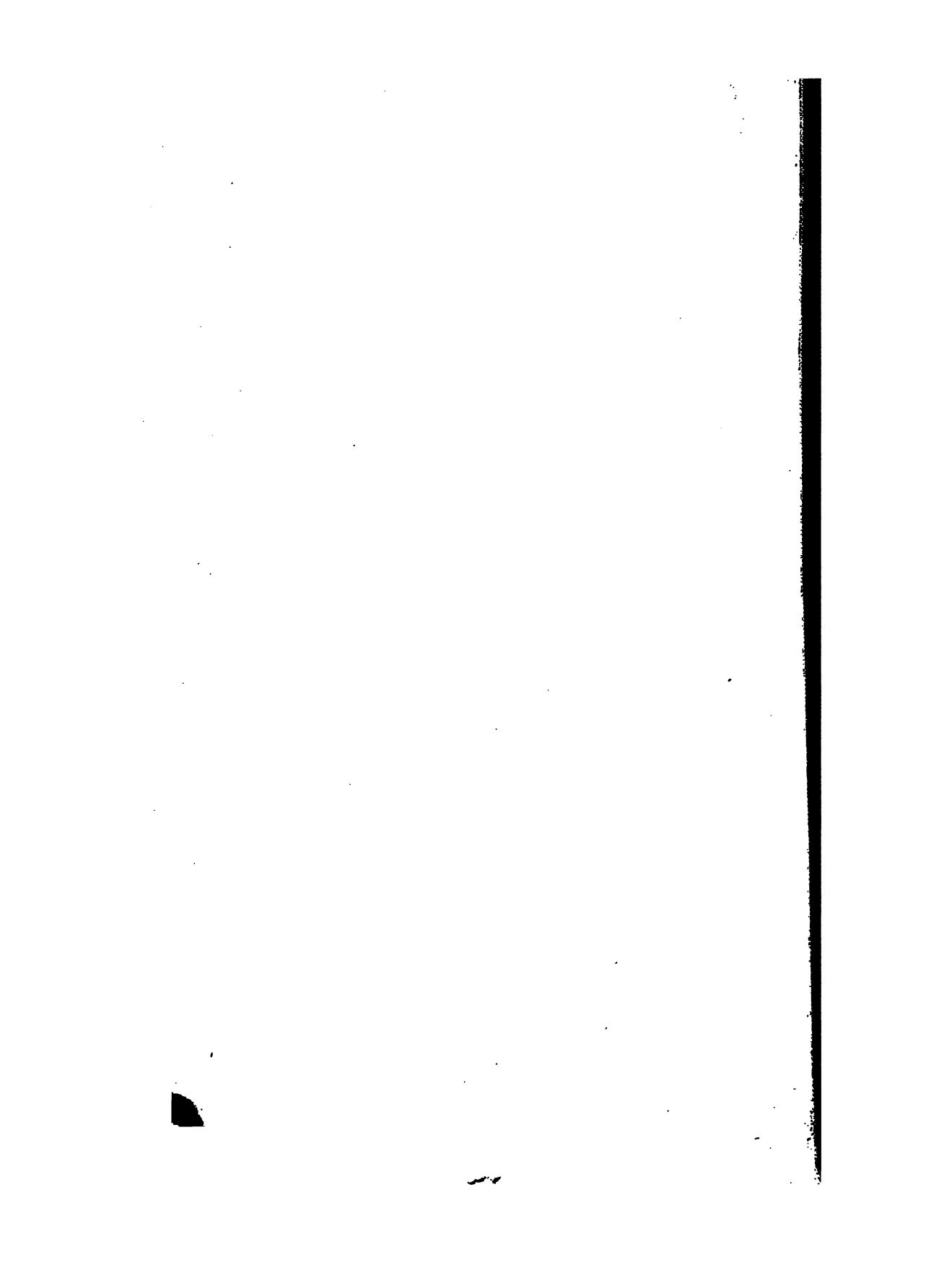
\* Adopted in place of Quackenbos', October, 1865.

† Adopted, November, 1865.

ADDENDUM TO SECTION 30, ADOPTED OCTOBER, 1865.

Teachers having charge of rooms containing more than one Division, will receive twenty-five dollars extra.





CUBBERLEY LIBRARY

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